



COLLEGE
MISERICORDIA



*Founded and Sponsored by the
Sisters of Mercy of Dallas*

Graduate Catalog 2000–2001

College Misericordia Academic Catalog

Graduate Studies

Effective August, 2000



Contacts

For more information on particular aspects of College Misericordia, contact the people listed below at (570)-674-6400 between 8:30 a.m. and 4:30 p.m. Other College personnel are listed in the College Directory section of this catalog. All mail to College Misericordia faculty and administration may be addressed to College Misericordia, 301 Lake Street, Dallas, PA 18612-1098.

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Policy Statements

This catalog contains current information regarding College Misericordia's graduate programs, calendar, admissions policies, degree requirements, fees and regulations. College Misericordia reserves the right in its sole judgement to promulgate and change such regulations and to make changes in its programs and policies whenever it is deemed necessary or desirable. Compliance with the requirements of the graduate programs is the responsibility of the student.

College Misericordia accords students of any race, color, religion, sex, physical disability, nationality or ethnic origin all the rights, privileges, programs and activities generally made available to students of the College. College Misericordia does not discriminate on the basis of race, color, religion, disability, gender, marital status, sexual orientation, nationality, or ethnic origin in the administration of its educational policies, scholarship and loan programs or other College administered programs.

College Misericordia complies with the Family Education Rights and Privacy Act (FERPA) of 1974 as amended. A copy of the act is available for inspection in the Office of the Vice-President of Academic Affairs.

Diversity Statement

We at College Misericordia recognize the importance of living the mission in our words and our deeds, demonstrating mercy, service, justice and hospitality and supporting the ideals of a democratic society. Therefore, we are dedicated to promoting a diverse community in an atmosphere of mutual respect and appreciation of difference.

We believe as members of a democratic society, individuals have the right to live their lives according to their own values and beliefs but also the obligation to respect the right of others to do the same.

We believe all people should be treated with civility, deserving to be heard without demeaning judgments of others.

We believe as an educational community we have the responsibility to learn about each other in order to benefit from our diverse population.

We believe our demonstration of individual integrity and mutual respect sets a standard for the community and exemplifies a broader commitment to human understanding and service.

Mission Statement

College Misericordia is a Catholic, liberal arts-based, co-educational college. It was founded in 1924 and it is sponsored by the Sisters of Mercy of Dallas. The College offers both undergraduate and graduate programs. In 1978, the Board of Trustees approved a mission statement that notes the nature and purpose of the College, and in 1994 it was revised as follows:

College Misericordia, a co-educational Catholic college sponsored by the Sisters of Mercy of Dallas, is committed to providing quality education to its students and to shape its educational programs and policies so as to express the founding Sisters' values and attitudes of mercy, service, justice, and hospitality. The College welcomes individuals of all faiths.

The educational program is student-focused. Thus academic development of each student at the undergraduate level depends on the College's commitment to provide a learning experience which cultivates higher order thinking skills through the integration of liberal arts and professional studies. To emphasize academic excellence and to develop critical thinking, all undergraduate curriculum provides a common liberal arts base, the objectives of which are further developed in the major areas of study. The student's educational program prepares students for productive careers and continued personal and professional growth.

Graduate programs at College Misericordia emphasize intellectual discourse and focused academic growth. The cornerstone of each program is instruction and practice in methods of critical thinking which promote research and enhanced professional expertise.

As part of its comprehensive educational program, the College is committed to providing a wide range of spiritual, physical, recreational, social, and cultural activities in which all members of the College community can participate.

College Misericordia fosters a cooperative environment in which students, faculty, and staff demonstrate personal concern for each individual as a valued member of the College community.

Graduate Philosophy

Graduate education at College Misericordia exists within the framework of the College's role and mission statement. It is firmly rooted in the mission and academic traditions of the College and its founding group, the Sisters of Mercy, stressing the values of justice, mercy, service and hospitality. It emphasizes academic excellence and critical thinking, while preparing students for productive careers and continued professional growth. The graduate faculty foster a climate conducive to academic growth, intellectual discourse, critical thinking and decision making. The aims of the graduate programs at College Misericordia are to provide comprehensive education in special fields, to offer instruction in the methods of independent investigation and to foster a spirit of research.

Active participation, individualized planning, and selection of learning experiences facilitate the development of students as persons, members of society, and potential leaders in their professions. The graduate programs offered by College Misericordia build upon the College's traditional academic strengths.

Accreditation

College Misericordia is fully accredited by the Commission on Higher Education, Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19101, (215)-662-5606, and is empowered by the Commonwealth of Pennsylvania to grant both undergraduate and graduate degrees.

The Master's degree in Education offered by College Misericordia is fully approved by the Pennsylvania Department of Education. The Master's degree in Nursing is fully accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway, New York, NY 10006 (tel. 212-363-5555), and the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN), 1 Dupont Circle, NW, Washington, DC 20036 (tel. 202-887-6791). The Master's degree in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education, 4720 Montgomery Avenue, Bethesda, MD (tel. 301-652-6611). The postbaccalaureate entry-level program in Physical Therapy is fully accredited by the Commission on Accreditation of Physical Therapy Education/American Physical Therapy Association.

Academic Integrity

It is the student's responsibility to maintain academic integrity and intellectual honesty in her/his work. All students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort.

In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by the use of citations, both the ideas and the language are her/his own. Failure to abide by the rules of scholarship is academically dishonest.

It should be clearly understood that plagiarism, cheating or other forms of academic dishonesty fundamentally violate the nature and purposes of an academic institution and will not be tolerated at College Misericordia. A student who has been found guilty of plagiarism will be dismissed from the College.

Graduate Program Policies and Procedures

Admissions Information

Matriculation in any graduate program at College Misericordia requires at minimum a bachelor's degree from an accredited college or university. In addition, some graduate programs have program-specific admissions requirements which are noted below.

Applicants must file a formal request for admission along with three letters of recommendation (including a letter from a colleague and a supervisor) and the results of either the Graduate Records Examination (GRE) or the Miller's Analogy Test (MAT) as required by specific programs. A complete application consists of the application form, three letters of reference, the application fee, official transcripts of previous academic work to be forwarded directly from the institution at which the credits were earned, and the results of either the GRE or MAT examination as appropriate. Students for whom English is a second language must demonstrate proficiency in written and spoken English.

The application and all supporting material should be mailed to:

Office of Graduate Admissions
College Misericordia
301 Lake Street
Dallas, PA 18612-1098
FAX 570-675-2441

Credentials will be screened by the Graduate Admissions Committee. The applicant will be notified in writing of matriculation status within eight weeks of receipt of a completed application.

Program Specific Admissions Requirements

Education

Admission Criteria

Full Admission Applicants are eligible for full admission to the graduate program if they have a GPA of 3.00 or above.

Provisional Admission Applicants who have a GPA of 2.50 to 2.99 are eligible to be granted provisional admission. Students in this category will be required to complete up to 12 graduate credits, half of which must be in required courses, with grades no lower than B before being granted full and unconditional admission.

Denied Admission Applicants who have less than a 2.50 GPA in their undergraduate studies will be denied admission.

The Graduate Education Program may enable students to become candidates for a Pennsylvania Department of Education Instructional Certification in Elementary Education (i.e., Elementary Track students). However, this is the case only for students who are certified by PDE in another instructional area and who want to expand their areas of certification. For example, a Graduate Education Program student already certified in secondary education may become a candidate for certification in elementary education. Candidates for certification in elementary education will need to meet other requirements as set by the Pennsylvania Department of Education.

While the Graduate Education Program is designed for veteran teachers, persons who are not teachers may apply. They should realize, however, that the Graduate Education Program is not a vehicles for earning an Instructional I certificate (i.e. initial certification) in any area. College graduates who are not teachers but who are interested in becoming teachers may submit their

transcripts to the Chairperson of Teacher Education Department for review. Initial certification in Early Childhood Education, Elementary Education, Special Education (MPH), and several areas of Secondary Education may be possible by completing a carefully planned series of undergraduate and graduate courses.

Nursing

Admission Criteria for Graduate Nursing Program

Full Admission Applicants are eligible for full admission to the graduate nursing program: (1) if they have an undergraduate GPA between 2.50 and 2.99 and have scored in at least the 35th percentile on the MAT or GRE examination; or (2) if they have an undergraduate GPA of 3.00 or higher and have scored in the 25th percentile or higher on the MAT or GRE examinations.

Provisional Admission Applicants who have an undergraduate GPA of 2.50 to 2.99 and have scored below the 35th percentile on the MAT or GRE examination are eligible for provisional admission. Students in this category will be required to complete 12 graduate credits at College Misericordia, half of which must be in required courses, with grades no lower than "B" before being granted full and unconditional admission to the graduate nursing program.

Denied Admission Applicants who have less than a 2.50 undergraduate GPA or score below the 25th percentile on the MAT or GRE examination will be denied admission to the graduate nursing program.

Applicants to all graduate nursing programs must submit the following documentation in addition to that required by the College:

- a. Official transcripts demonstrating graduation from an NLN accredited baccalaureate nursing program.
- b. A statement of the applicant's professional goals for graduate education.
- c. A copy of the applicant's current professional nurse registration.
- d. Transcript documentation of an undergraduate physical assessment course or equivalent evidence; an undergraduate statistics course; and an undergraduate research course.
- e. Evidence of a minimum of one year of recent clinical practice.

In addition to b, c, and f above, applicants to the Post-Master's Certificate Program must submit:

- a. Official transcripts demonstrating completion of a master's degree in nursing.
- b. Transcript or equivalent evidence of graduate level pathophysiology, pharmacology, and health assessment and role development courses.

Additional information

- a. Computer literacy is an expectation for all graduate nursing courses. Email addresses and Internet access are provided by the College for students who do not have personal access to these services.
- b. Applicants to either the Full-time Family Nurse Practitioner Option or the Post-Master's Certificate Program must be admitted by August 1st to ensure clinical placement for Fall courses; otherwise a part-time schedule must be followed for the first year of the program.

Admission Criteria for Admission to RN to MSN Program

Full Admission Registered nurse applicants are eligible for full admission if they have transcript evidence of a 2.70 GPA or higher on all associate's degree or equivalent college-level course

work; MAT scores at the 35th percentile or higher with a GPA of 2.70 to 2.99 or MAT scores at the 25th percentile or higher with a GPA of 3.00 or higher; and evidence of clinical practice hour requirements.

Provisional Admission Registered nurse applicants who have a GPA of 2.50 to 2.69 with MAT scores in the 25th to 35th percentile and meet clinical practice requirements are eligible for provisional admission. These applicants will be allowed to complete undergraduate course work to raise the GPA to 2.70 or higher before being granted full admission to the RN to MSN program. Students accepted under these terms will not be permitted to complete graduate level course work and will remain on provisional admission status until the GPA requirement has been met.

Denied Admission Registered nurse applicants who have a GPA of less than 2.50 will be denied admission to the RN to MSN program.

Applicants to the RN to MSN Program must submit the following documentation in addition to that required by the College:

1. Official transcripts demonstrating graduation from an NLN accredited diploma or Associate's degree program.
2. A copy of the applicant's current professional nurse registration.
3. Official MAT scores.
4. A statement of professional goals for graduate education.
5. Letter(s) of verification of clinical practice hour requirements.

Additional information

1. Admission to the RN to MSN Program is contingent upon verification of clinical practice to determine articulation status as follows:
 - a. Graduates from NLN accredited associate's degree or diploma nursing programs within 3 years of the application date are eligible for direct articulation and will be awarded 32 advanced placement credits.
 - b. Graduates from NLN accredited associate's degree or diploma nursing programs within 4 to 10 years of the application date must provide official written documentation of completion of a minimum of 1000 hours or more clinical practice during the 3 years prior to the application date to be eligible for direct articulation, after which 32 advanced placement credits will be awarded.
 - c. Applicants who have graduated more than 10 years prior to the application date must provide a resume detailing clinical experience along with official written documentation of completion of a minimum of 1000 hours or more clinical practice during the 3 years prior to the application date. These candidates may be required to complete a full portfolio as well as validation testing prior to being eligible for articulation. Advanced placement credits (32) will not be awarded until this requirement is met.

Combined Graduate Program In Nursing and Organizational Management

Students with a BSN degree may wish to pursue a combined MSN/Organizational Management curriculum. The combined program prepares students for administrative positions. They will acquire a more in-depth ability to function in positions in nursing service by using management skills in organizational environments based on clinical nursing specialization.

Entrance requirements for both programs must be met, and an academic advisor from each program will be assigned. Students must have continuous advisement by advisors in both programs. Additional details about the combined MSN/OM program can be obtained from the director of either program.

Professional Entry Level Master of Science Degree In Occupational Therapy

Admission Criteria

Students with a diverse background of extracurricular activity, leadership positions, and appreciation for the relevance that occupation plays in their individual lives and who meet the following criteria will be considered for the Occupational Therapy Program:

Weekend College Professional Entry Level Master's Degree

- A Baccalaureate Degree in another discipline from an accredited program with a minimum of a 2.8 Cumulative Grade Point Average
- A Certified Occupational Therapy Assistant who has graduated from an accredited program with minimum of a 2.80 Cumulative Grade Point Average
- Two letters of reference (at least one from an occupational therapist is highly recommended)
- 50 hours of documented service in a health care setting with an occupational therapist (10 hours completed prior to the admissions interview)
- Submission of a 500 word, typed statement of personal and professional goals
- Successful interview with an Occupational Therapy faculty member
- COTAs must submit evidence of current NBCOT certification and one year full-time employment as a COTA

Organizational Management

Admission Criteria

Full Admission Applicants are eligible for full admission to the graduate program if they either have a GPA higher than a 2.79 or a score on the MAT or GRE of at least the 35th percentile.

Provisional Admission Applicants who have a GPA of less than 2.80 or a score below the 25th and 34th percentile inclusively on the MAT or GRE are eligible to be granted provisional admission. Students in this category will be required to complete up to 12 graduate credits, half of which must be in required courses, with grades no lower than B before being granted full and unconditional admission.

Alternative Evaluation—Applicants can request evaluation for admission through an alternative method. Details are available from the Program Director.

Denied Admission - Applicants who have less than a 2.80 GPA in their undergraduate studies and score below the 25th percentile on the MAT or GRE will be denied admission.

Physical Therapy

College Misericordia's program in Physical Therapy is a five-year, entry level master's degree program with admission at the freshman year. However, applicants who already possess a baccalaureate degree may be admitted directly into the professional phase of the physical therapy program on a space available basis.



Admission Directly into the Professional Physical Therapy Program

Applicants who possess a baccalaureate degree may be admitted directly into the professional physical therapy program. The following criteria for selection will apply:

1. Minimum cumulative GPA of 3.0 in college work completed.
2. Successful completion of the following pre-requisite college courses with a grade of at least C in each course:

<i>Chemistry with lab</i>	Including organic chemistry; 2 semesters or equivalent
<i>Physics with lab</i>	2 semesters or equivalent
<i>Human Anatomy with lab</i>	1 semester or equivalent
<i>Human Physiology with lab</i>	1 semester or equivalent (A two semester or equivalent combined Anatomy and Physiology course with lab is acceptable)
<i>Statistics</i>	1 semester or equivalent
<i>Psychology</i>	to include Developmental Psych. 2
3. If SAT scores are older than five years, the applicant will be required to submit GRE or Miller's Analogy Test scores.
4. Exposure to and exploration of physical therapy as demonstrated by documented paid or volunteer experience of 50 or more hours in at least two different facilities or a minimum of one year's full-time professional experience within the health care system.

For complete information on admission requirements at the undergraduate level, see the Undergraduate Catalog.

Application for Graduate Degree

It is the student's responsibility to keep abreast of progress toward degree completion. An application for the graduate degree should be filed in the Office of the Registrar no later than February 1 of the anticipated year of graduation. Failure to do so may delay the date of awarding the diploma.

Auditing

With the appropriate program director's approval, any student may register to take a course on an audit or non-credit basis provided that standard admission and course prerequisites have been met. A student may audit no more than 3 courses or 9 credits. The fee for auditing a course is one-half the cost of tuition.

Matriculating students must have the permission of their advisor before auditing a course.

Change of Address

Students enrolled for course work in the graduate program are responsible for reporting any change of address and/or other salient information to the Office of Graduate Registration. Failure to do so will result in failure to receive timely registration, program, grading and billing information.

Course Withdrawal and Refund Policies

A student may withdraw from a course without academic penalty within the period stated in the College calendar. Withdrawal forms may be obtained from the Office of Graduate Registration. A grade of W is given for an approved withdrawal. The date on which the form is received by the Office of Graduate Registration is considered the official date of withdrawal. Refund of tuition and grade assignment is based on the date on which the form is received by the Office of Graduate Registration. If a student does not officially withdraw from a class and ceases to attend it, a grade of F is incurred. If a student withdraws while failing, after the date for withdrawal without academic penalty, a grade of WF is incurred.

When a graduate student drops a course or withdraws from a course or the College, official notice must be filed with the Office of Graduate Registration.

Tuition refunds are based on the date the Office of Graduate Registration receives official notice from a student indicating his/her desire to withdraw from a course.

Graduate students who receive federal Title IV funds and who are enrolled at the College will be governed by Title IV refund regulations as mandated by the Higher Education Amendments of 1992. In the case of withdrawal, tuition and fees will be cancelled on a pro-rated basis for the first sixty percent of the length of the period of study. Financial aid must be proportionately reduced and restored to the appropriate financial aid fund. The calculation for the Title IV refunds will be computed by the Financial Aid Office.

In the case of a withdrawal, the percentage of tuition refunded is as follows.

For day and once per week evening classes tuition refund is

<i>Time of Withdrawal</i>	<i>Amount</i>
First Week	100 percent
Second Week	90 percent
Third Week	80 percent
Fourth Week	70 percent
Fifth Week	60 percent
Sixth Week	60 percent
Seventh Week	50 percent
Eighth Week	40 percent
Ninth Week	40 percent

No refunds are allowed after the ninth week

For Weekend College classes tuition refund is

<i>Time of Withdrawal</i>	<i>Amount</i>
Prior to the 2nd Weekend	100 percent
Prior to the 3rd Weekend	70 percent
Prior to the 4th Weekend	50 percent
On the 4th Weekend	40 percent

No refunds are allowed after the 4th weekend.

For Summer School classes tuition refund is

<i>Time of Withdrawal</i>	<i>Amount</i>
Prior to the 2nd Week	100 percent
Prior to the 3rd Week	70 percent
Prior to the 4th Week	50 percent
During the 4th Week	30 percent

No refunds are allowed after the 4th week.

All refund percentages are computed from charges to the student, not from the amount paid. There are no refunds to students dismissed from the College. Advance registration deposits and any other fees are not refundable.

Financial Aid

Graduate Assistantships

A limited number of graduate assistantships are available on a competitive basis to graduate students. The assistantships involve designated institutional or programmatic work responsibilities which relate to the student's graduate studies. Graduate assistantships provide full or partial payment of tuition and/or stipends. Written requests for assistantships should be submitted to the individual program director, who can provide specific information regarding available assistantships.

Graduate Student Loans

Through the Federal Subsidized Stafford Loan, graduate students enrolled on at least a half-time basis may apply for up to \$8,500.00 per year. Repayment of both principal and interest is deferred until six months after program completion (or after a student ceases enrollment on at least a half-time basis). Through the Federal Unsubsidized Stafford Loan, up to an additional \$10,000 may be borrowed per year. While repayment of the principal is deferred, quarterly interest only payments are due while the student is enrolled.

Students who have obtained Stafford Loans in the past and have not yet repaid those loans must borrow through their original lender. New borrowers may borrow from the lender of their choice at a variable interest rate.

Federal Nurse Traineeship Monies

Federal nurse traineeship monies may be available for full-time graduate students in Nursing (students registered for 9 or more credits per semester). Please check with the Chairperson, Nursing Department.

Veteran's Benefits

College Misericordia is approved by the Veterans Administration for the education and training of veterans and welcomes the opportunity to provide graduate education to veterans of the armed services.

Veterans enrolling at the institution for the first time should notify their local Veterans Administration Office in order to apply for educational benefits. This application should be filed six (6) weeks prior to the beginning of the semester. Students must contact the Registrar's Office to initiate the process.

Deferred Payment Plan

College Misericordia provides an option for students to pay tuition, fees and other charges on a deferred payment plan. The plan permits educational costs to be spread over a period of time. The requirements of the plan are as follows:

1. A down payment of twenty (20) percent of the total term/semester charges is required unless other arrangements have been made with the Controller's Office.
2. Deferments are limited to one term/semester; the unpaid balance must be paid before final examinations that term/semester. Failure to pay charges in full before final exams may result in loss of credit for the term/semester.
3. At the close of each month, the unpaid balance will be charged a one (1) percent finance charge.
4. Student who fail to meet their deferred payment obligations will be dropped from the plan.
5. Participants in the plan must sign and receive a copy of the deferred payment plan.

Finance Charge

It is a College policy that any outstanding balances will be charged a one (1) percent finance charge at the close of the second month into the semester and each month thereafter. This policy is waived for students who receive tuition benefits, rehabilitation benefits or Veterans' Education benefits.

Tuition Reimbursement Payment Plan

Students whose tuition is reimbursed by their employer must file a letter from their employer annually stating the terms of the benefit. Students may then register and remit the tuition prior to the next registration period.

It is the responsibility of the student, and not the employer's responsibility, to ensure that payment is made. Students must keep the original invoice and final grades for employer verification. Duplicate invoices and grade sheets will not be issued.

Grading System

The grade point average is computed by dividing honor points earned by credits attempted according to the following scale:

Grade	Honor Points per Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
F	0
WP	Not calculated
*WF	0
AU	Not calculated
W	Not calculated
IP (see below)	Not calculated
I (see below)	Not calculated
S	Not calculated
U	Not calculated

*Equivalent to a failure; computed as an F

Incomplete Grades

The grade of "I" will be issued only for those courses in which a student has not completed the necessary requirements for graduate courses (500 and 600 level courses) because of extenuating circumstances.

Should conditions arise that prohibit the student from completing required course assignments by specified due dates, the student must negotiate with the course professor for a grade of Incomplete ("I"). The student must contact the course professor and file an Incomplete Contract Grade Form with the professor at least two weeks prior to the date semester grades are due to the Registrar. The form is signed by the student and the faculty member and a copy is retained by the student. The course professor has the right to determine the length of time for completion of the

course requirements within the maximum time limits allowed. The grade of "I" must be removed within a maximum of one semester or the "I" automatically becomes an "F." Emergencies may arise which do not allow a two-week notice. In that event, the student must contact the Director of Adult Education and Community Service who will, in turn, inform the course faculty involved.

A grade of "IP" (In Progress) will only be issued for Profession Contribution or Thesis courses. The "IP" must be removed within a maximum of one calendar year or the "IP" automatically becomes an "F."

NOTE: A student who will be negotiating a grade of "I" or "IP," must obtain an Incomplete Contract Grade Form from the Office of Graduate Registration.

Students with Disabilities

The College, through the Assistant Dean of Students and the Director of the ALP Program, coordinates its efforts to integrate students with disabilities into all areas of campus life. All academic support services/accommodations needed for classroom/clinical/field experiences are coordinated by the Director of the ALP Program. To access services, students must have a documented disability and provide the appropriate documentation. Services will not be provided until all documentation is reviewed. Contact Dr. Joseph Rogan, at (570) 674-6347 or jrogan@miseri.edu or Sue Perlis, Learning Resource Center, Alumnae Hall, at (570) 574-6208 or sperlis@miseri.edu, for specific details.

The Assistant Dean of Students whose office is located in the Banks Student Life Center coordinates all other services. Should a student with a disability feel that he/she is a victim of discrimination, he/she can file a grievance through the Assistant Dean of Students, Kit Foley, at (570) 674-6304 or kfoley@miseri.edu.

College Misericordia does not discriminate on the basis of disability in admission to its programs, services, in access to them, in treatment of individuals with disabilities or in any aspect of their operations. The College also does not discriminate on the basis of disability in its hiring or employment practices. This notice is provided as required by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator: Kit Foley, Assistant Dean of Students, (570) 674-6304, 8:30-4:30 pm. This notice is available from the ADA and Section 504 compliance coordinator in large print, on audio tape and in Braille.

The Alternative Learners Project

Students with learning disabilities may apply to participate in the Alternative Learners Project, a program which provides selected students with pre-college summer experiences, training to use Learning Strategies and accommodations, and support through individualized programs of accommodations associated with their schedules of regular courses during the school year. Information is available from the Admissions office or from Dr. Joseph Rogan.

Graduation Requirements

To be eligible for a graduate degree from College Misericordia, students must have a cumulative grade point average of 3.0 at the time of graduation; must fulfill all program requirements, including the professional contribution/scholarly project as required by the program; must have paid all tuition and fees. Students must complete an application for the graduate degree by no later than December 1st of the year prior to graduation.

Grievance Procedures

The College provides a uniform method by which students can pursue grievable issues. Grievable issues are either complaints about alleged violations of the institution's academic policies, or unfairness in the application of policies.

Formal grievances must normally be filed within one semester of the occurrence of the event being grieved. Summer enrollment period is considered as a semester. A student who has a

grievance must attempt to resolve it on an informal basis by using the following procedures:

1. The student should first speak to the person with whom the complaint rests.
2. If the matter is not satisfactorily resolved at that level, the student must proceed to the Program Chair/Coordinator of the department of the program in which the grievance resides.
3. If the matter is not resolved at that level, the student should proceed to the Division Chair of the division in which the grievance resides.
4. If the matter is not resolved at that level, the student should proceed to the Vice President of Academic Affairs, where a formal grievance may be filed.

The procedure for grievance is as follows:

1. The student shall inform the Vice President of Academic Affairs, in writing, of her/his intent to seek formal redress through the grievance procedure. The written notification must include the nature of the complaint.
2. Ordinarily, within fourteen (14) calendar days of receipt of the written complaint, the Vice President of Academic Affairs will convene an Academic Grievance Committee who will meet to elect a chair and set a hearing date.
3. The Academic Grievance Committee is composed of: the Director of Adult Education and Community Service; the chair of the Graduate Council; one faculty member who teaches in a graduate program, other than the one in which the grievance resides; and one graduate student appointed by the Vice President of Academic Affairs.
4. The Vice President of Academic Affairs will notify the grievant and the individual charged with the complaint of the date, time, and place of the hearing; the specification of the complaint; and the composition of the committee. This notification will take place at least 7 days in advance of the hearing date.
5. The grievance hearing is an internal review and, as such, shall be private. Persons external to the College shall be excluded.
6. Both the grievant and the person being grieved have the right to be present when charges and evidence are presented to the committee, and to provide evidence in support of their respective positions. Committee members may question witnesses to evaluate all relevant facts of a given case. Witnesses shall be excluded except for the period of their questioning.
7. The report and recommendation of the committee shall be in writing, including the committee's rationale for the decision; the report may include any dissenting opinions. Only those committee members who have heard all testimony and evidence in a given case may vote on the committee's recommendation.
8. The committee report and recommendation shall be forwarded to the Vice President of Academic Affairs within ten (10) calendar days of the hearing. The Vice President of Academic Affairs will make the final determination and formally advise the parties involved in the grievance.

Students who wish to grieve circumstances that prohibit immediate continuation in a program or in a sequence of courses (Eg. dismissal from a program or a failing grade), will not be permitted to sit in on program or sequenced courses unless and until the grievance is favorably resolved. Under such circumstances, the student must file a grievance immediately upon receipt of the grade or of the dismissal notification. An expedited grievance process is then followed, and the process must be completed before the end of the add period.

Maintenance of Matriculation/Withdrawals

Normally, students have no more than five (5) years after the date of matriculation to complete graduate degree requirements. Once accepted into a program, students must maintain matriculation on a continuing basis until they have completed all requirements. Students who do not maintain continuous registration must notify their respective program chairs/directors/coordinators in writing of their intent to withdraw from matriculation. The letter must state the reasons for the request and the anticipated length of withdrawal from matriculation, if known.

Generally, students who are in good academic standing both in their program and institutionally at the time of withdrawal, are granted a period of up to one calendar year from the time of withdrawal to return to the institution. In extraordinary circumstances, students may request an extension of this time period by petitioning the program chair/director/coordinator who will make a recommendation and forward the petition to the Vice President of Academic Affairs who will make the final decision. Each request will be evaluated on an individual basis. Students should contact the program chair/director/coordinator for specific requirements for returning to an academic program.

This policy does not bind the institution to offer the student's curriculum or program which may have been discontinued or substantially altered during the period in which the student was not enrolled.

When withdrawing from matriculation for more than one semester, graduate students must complete the following in order to withdraw without penalty:

- Return books to the library
- Return parking permit and student ID to the Adult Education Office
- Complete a withdrawal form and return to the Adult Education Office

The date of withdrawal will be determined by the completion of all of the above. That date will determine if any refund of tuition is warranted. Cancellation of charges will depend on the date that the withdrawal is official (See Refund Policy).

Students who withdraw after the last day to withdraw without academic penalty will receive a withdraw pass (WP) or a withdraw fail (WF). The grade issued is at the discretion of the course faculty. A "WF" calculates in the GPA as an "F."

Non-Matriculation Status

Persons who have an undergraduate degree and who are not enrolled in a graduate program may take up to six (6) credits without applying for admission. After successful completion of six (6) credits, matriculation is required to continue enrollment in program courses. However, workshops and seminars sponsored by the graduate programs are open to members of the public who may enroll in the workshops and seminars on an audit basis.

Program Advisement

The Chair of each graduate program assigns an academic advisor for all students enrolled in that program. The advisor maintains a student record and advisement folder used to plan a student's program and track progress. However, all official student records are maintained in the Registrar's Office and can be reviewed by students upon 24 hour notice.

Students register for courses with the help of their assigned academic advisors. The process of registering for courses requires the completion of a Course Registration Form. The form along with a check for tuition is submitted to the Office of Graduate Registration. Students who use the Deferred Payment Plan must submit a check for 20% of the tuition due and a Deferred Payment Form. Students who utilize employer reimbursement programs are required to submit a letter from their employers annually in August prior to registration.

Program Retention

Any student receiving more than six credits below "B-" or more than three credits below "C" will be terminated immediately from the degree program, and may never re-enter the same program. One graduate course can be repeated for grade replacement. This may be done one time only. The second grade shall stand on the student's transcript.

A student whose GPA falls below 3.0 will be placed on probation. This may occur one time only.

Transcripts

Official transcripts may be obtained from the Registrar's Office. There is a five-dollar (\$5) fee for each transcript requested.

Transfer of Credit

Applicants may transfer up to six (6) graduate credits, or a maximum of 2 courses, earned previously in other accredited graduate programs provided the courses were completed with a grade of "B" or better and are appropriate substitutes for the courses offered in the Misericordia program. In special cases where applicants have already earned a graduate degree, 12 credits from that degree may be applied toward a Misericordia master's degree, provided the course credits are appropriate substitutes. Transfer credits are accepted after evaluation by the Registrar in consultation with the appropriate Program Chair/Director/Coordinator.

Matriculating students who have not already transferred credits may, with program approval, take up to six graduate credits off campus from an accredited graduate program. These credits may also be transferred to College Misericordia to meet program requirements. However, in no case may the number of credits transferred into a graduate program at College Misericordia after matriculation exceed six (6).

Tuition and Fees

2000-2001

Tuition (per semester hour of credit)

Nursing, Occupational Therapy and Physical Therapy	\$490.00
Education and Organizational Management	450.00
Application Fee (to accompany all applications)	20.00
Graduation Fee	125.00
Matriculation Fee (for each semester during which a master's candidate is not registered for course work)	75.00
Parking Fines	5.00
Parking Permit	15.00
Returned Check Fee (For each check not accepted and returned by the bank)	15.00
Student I.D. (Replacement)	10.00
Thesis Continuation Fee	585.00
Transcript Fee	5.00
Additional Course Specific Fees:	
Laboratory Fee (for students enrolled in the Occupational Therapy and Physical Therapy programs)	130.00

Graduate Program Descriptions

Graduate Education Program

Philosophy

The Graduate Education Program is interested in attracting experienced and dedicated teachers who wish to become educational leaders. While it is expected that graduates of College Misericordia's Graduate Education Program will be highly valued by their school districts and communities, the program is not designed to help classroom teachers become school administrators or to prepare teachers for roles outside their classrooms. The program respects and values classroom teachers. It hopes to empower these valued professionals and enable them to take the lead in making important educational decisions.

National reports indicate that our society wants classroom teachers to become more involved in the leadership and management of schools and of their profession. Teachers are willing to accept these new responsibilities; they are willing to take the lead in planning, implementing, and evaluating the educational programs needed in our nation's schools. But good intentions are not enough. College Misericordia's Graduate Education Program is designed to help teachers gain the knowledge necessary and develop the skills required to function as leaders.

Program

Cited by the Pennsylvania Department of Education for its "innovative programmatic and curricular design," the Graduate Education Program breaks away from traditional programming. College Misericordia's Graduate Education Program reflects and respects the learning styles and schedules of adult learners.

The Graduate Education Program offers participants a common body of necessary skills and knowledge through a twelve credit core requirement. It then allows students to pursue an area of interest by taking one of three available sequences. Each includes specialization courses appropriate to the sequence and the opportunity to participate in additional elective courses, as well as independent and directed studies. The program's unique culminating experience asks students to share what they have learned in the program with colleagues.

Students enrolled in College Misericordia's Graduate Program in Education may choose to specialize in one of three areas. All three specialization sequences include the same number of core requirements (12 credits) and all require the completion of the culminating experience which includes Staff Development (3 credits) and Professional Contribution (3 credits).

General Goals

Graduates of College Misericordia's Graduate Education Programs (i.e., Elementary Education, Educational Technology, and Supervisor of Curriculum and Instruction) will demonstrate the ability to:

1. Effectively communicate with various school communities regarding current educational issues and trends and the principles of teaching and learning which make schools effective and efficient.
2. Design, organize, and manage system-wide curriculum which prepares students within areas relating to the goals of quality education.
3. Coordinate district-wide subject area activities, subject area curriculum development.
4. Conduct evaluations of curriculum and instruction and use the results of the evaluations to encourage and facilitate curricular and instructional improvements.

5. Use an understanding of how learning occurs as the basis for making curricular and instructional decisions which support the intellectual, social, and personal growth of all students.
6. Use an understanding of individual and group motivation, instructional practices, and assessment to create school environments which foster effective and efficient curricular and instructional practices and procedures and which enable all students to master curriculum and meet high standards.
7. Use the tools of research and inquiry to gather and use information needed to make educational decisions.
8. Identify how educational technology can be used to facilitate and improve teaching and learning processes.

Specific Goals

Specific goals for each of the Graduate Education Program's three specialization sequences are available upon request.

Curriculum

The curriculum of the Graduate Education Program requires the completion of four core courses, a specialization track, and a professional contribution.

Core Courses

EDU 500	Issues in Education or	EDU 567	Issues in Educational Technology
EDU 504	Curriculum		
EDU 510	Learning		
EDU 515	Research Methods		

Specializations

The Specialization in Supervision of Curriculum and Instruction:

Teachers should be primarily responsible for activities such as planning, implementing, and evaluating curriculum and instruction. The Supervision Specialization of College Misericordia's Graduate Education Program gives teachers the knowledge and skills they need to deal with curriculum issues. Graduates can function as leaders of local school district curriculum planning teams, site-based management teams, building level management teams, and will be able to otherwise work to improve curriculum in their schools. Participants in the curriculum track complete the core requirements, several required courses, two electives, and a professional contribution. Additionally, students may opt to participate in a post-graduate internship in supervision.

The specialization meets all of PDE's standards for Supervision of Instruction and Curriculum. Candidates for certification must have a valid PDE instructional certificate and must have satisfactorily completed at least five years of classroom teaching.

Core 15 credits

EDU 500	Issues in Education
EDU 504	Curriculum
EDU 510	Learning
EDU 515	Research Methods

Required Courses 9 credits

- EDU 530 School Law and Finance
- EDU 548 Clinical Supervision
- EDU 557 Instructional Support

Electives 6 credits

- EDU Elective
- EDU Elective

Professional Contribution 6 credits

- EDU 565 Staff Development
- EDU 595 Professional Contribution

Total 36 credits

Postgraduate Internship (Optional) 6 credits

- EDU 559 Supervision Internship

The Specialization in Educational Technology:

Teachers need to use advanced technology to implement modern curriculum. They do not need to become computer programmers or even software writers, but they do need to know how to use modern technology to plan and deliver instruction. The technology track of College Misericordia's Graduate Education Program gives teachers the knowledge and skills they need to implement technology and to improve educational systems. Graduates can function as leaders of local school district instructional improvement teams, technology planning committees, site-based management teams, building level management teams, and will be able to otherwise work to improve instruction in their schools by helping their colleagues implement technology.

Participants who specialize in educational technology complete the core, six required technology courses, and a culminating experience.

Core 12 credits

- EDU 500 Issues in Education
- EDU 504 Curriculum
- EDU 510 Learning
- EDU 515 Research Methods

Required courses 18 credits chosen from the following:

- EDU 552 Multimedia for Instruction
- EDU 553 Instructional Design
- EDU 554 Videography
- EDU 556 Programming for Instruction
- EDU 558 Introduction to the Internet
- EDU 563 Hypermedia Theory and Application
- EDU 566 Principles of Instructional Design
- EDU 568 Distance Education and Hybrid Technology

Professional Contribution 6 credits

- EDU 565 Staff Development
- EDU 595 Professional Contribution

Total 36 credits

The Specialization in Elementary Education:

Veteran teachers often want to expand their teaching abilities and credentials. Currently certified teachers (e.g., secondary educators) can prepare to teach in elementary classrooms by participating in the Graduate Education Program's specialization in elementary education. In addition to becoming skilled curriculum developers, participants in this specialization become candidates for certification in elementary education.

The specialization in elementary education is available only to teachers who already have valid PDE instructional certification in another area. The specialization is not designed as a vehicle for initial certification, thus it does not deal with the state's General Standards for teachers. It is designed to help currently certified teachers expand their credentials by adding a certification in elementary education. The specialization in elementary education meets all of PDE's Specific Standards for elementary education.

Candidates for certification must also meet requirements set by PDE. For example, they must satisfactorily complete the testing requirements set by PDE.

Core 15 credits

- EDU 500 Issues in Education
- EDU 504 Curriculum
- EDU 510 Learning
- EDU 515 Research Methods

Required Courses 18 credits

- EDU 575 Human Development
- EDU 590 Basic Methods in Elementary Education
- EDU 520 Curriculum and Methods in Reading
- EDU 524 Curriculum and Methods in Language Arts
- EDU 525 Curriculum and Methods in Mathematics
- EDU 581 Seminar in Elementary Education
- EDU 582 Observation and Practicum

Professional Contribution 6 credits

- EDU 565 Staff Development
- EDU 595 Professional Contribution

Total 39 credits

The Culminating Activity

As a culminating activity, students are required to develop and deliver a professional contribution, a project in which they attempt to create curricular change through staff development. They first participate in a three-credit course in staff development during which they develop their projects. During a subsequent semester they formally deliver their projects to a group of colleagues or to a professional group.

- EDU 565 Staff Development
- EDU 595 Professional Contribution

Course Scheduling and Sequence

The College Misericordia Graduate Education Program utilizes evening and weekend formats throughout the school year and during the summer months. Students who enroll on a part-time basis can complete the program in three years. Full-time students can complete the program in two years. They may take up to nine credits during each of the semesters of the school year and up to twelve credits during the summer term.



Transfer Students

College Misericordia's Graduate Education Program will allow students to transfer up to six credits from other accredited graduate programs. Students who have earned a Master's Equivalency Certificate from the Pennsylvania Department of Education may transfer up to nine credits. Students who have completed graduate degrees at other institutions may transfer up to twelve credits. All requests for credit transfers must be reviewed and approved by the Registrar in consultation with the Graduate Education Program Chair/Director.

College Misericordia sponsors some of the courses offered through Aster, Inc., an educational consulting group and the Dallas School District In-Service Council. Both entities are also approved individually and/or with College Misericordia to offer graduate-level courses by the Pennsylvania Department of Education. In these cases, the syllabi and the instructors for the courses are reviewed and approved by the College's Graduate Council. A maximum of 12 credits of Aster and/or Dallas courses may be used; however, except when used as electives, the courses must match the GEP's requirements.

Graduate Program in Nursing

Philosophy

The nursing department supports the mission statement and philosophy of the College. The undergraduate nursing program is based on a complementary relationship between liberal arts and professional studies. The approach to education focuses on critical thinking, as well as on the values and attitudes of justice, mercy, service, and hospitality.

Humans are viewed as intellectual, spiritual and creative beings who are in constant interaction with their environments. Human beings have the potential for self-direction based on their developmental level and are characterized by the capacity for emotion, reasoning, and perceiving. The holistic view of humans takes into account the physical structure, mind and spirit of the individual, as well as the environment in which each functions. Humans interact on the basis of respect for each other's worth and dignity.

The environment as experienced by human beings is multidimensional and dynamic. It can be viewed as encompassing biological, physical, psychological, socio-cultural, political and economic forces. Human beings experience the environment as individuals, families, groups, and communities which can be described in terms of micro-systems and macro-systems.

Health is a dynamic sense of wellness which results from a process of making choices over time. A particular sense of wellness is perceived by individuals and is influenced by their self-esteem, inner sense of meaning, and desire to achieve their highest potential.

Nursing is an art, involved in caring, and a science based on its own theory and research. The nursing process guides nursing practice and involves critical thinking as related to the cognitive, affective, and psychomotor domains of knowing. Ethical and legal issues have a strong impact on the practice of nursing. Professional nursing is a vital, effective health service to the community. The faculty believe that professional nursing is committed to making quality health care available and accessible to all, thus reflecting the commitment to mercy, justice, and service. Professional nursing exerts an influence on, and is influenced by several factors that contribute to the complexity of the health care system. These include: the newly developing patterns of providing services, the roles of other members of the health team, scientific and technological advances, research, and social and economic pressures. Leadership in nursing involves directing and managing client care, as well as collaborating with other health care professionals.

Learning is directed toward the development of values and professional role identification. It is lifelong and involves developmental changes. Learning involves critical thinking, which encompasses analysis and synthesis of knowledge. The faculty believe that learning occurs when the student actively participates in the learning process. Students have the responsibility to achieve their highest potential with the assistance of the faculty who act as facilitators. Teaching,



therefore, is a collaborative process in which a student assumes progressive responsibility for personal learning.

Undergraduate education in nursing is built on a strong core of general education requirements and is generic in nature. Included within the undergraduate nursing curriculum are liberal arts and the sciences such as nutrition, anatomy and physiology, and developmental psychology, as well as other pure and behavioral sciences. The undergraduate program prepares nurse generalists who are capable of using nursing research, nursing process, and theories in a variety of settings. Students are prepared for graduate study in nursing.

Graduate education enables professional nurses to realize their creative leadership potential and provides opportunities for collaborative functioning with health professionals and others in effecting change in nursing practice and health care. Specialization occurs on the graduate level which provides for in-depth knowledge and experience in specific clinical and functional areas. Advanced knowledge provides the foundation for effective leadership in nursing. Scientific inquiry is an integral part of graduate education in nursing. Such inquiry provides the basis for acquisition of increased competencies in utilization of research and increase knowledge base in the analysis and synthesis of theories related to the practice of nursing. Graduate education provides the foundation for doctoral study in nursing.

Program Description

The nursing faculty believe that advanced practice nurses are expert clinicians with master's degree educational preparation. These practitioners are prepared to function as providers and organizers of the health care delivery process, as well as in faculty positions in nursing education or in mid-level administration positions. The primary role of the advanced practice nurse is the clinical role; case management processes and educational theories and methods are used to enhance the practitioner's expert base of advanced practice clinical skills and knowledge.

Master's prepared nurses directly assess, make clinical decisions, and manage health problems and health promotion needs of individuals, families and communities. In addition, their jobs often require them to teach and supervise professional and nonprofessional staff, oversee quality assurance, utilize clinical research, and implement and evaluate programs to promote health. College Misericordia's master's program prepares advanced practice nurses by blending graduate core courses with the clinical and functional foci necessary to prepare flexible providers who can respond to the comprehensive needs of clients in the 21st century.

Program Goals

The graduate nursing program at College Misericordia is designed to:

1. provide clinically prepared nurse educators, practitioners, and administrators for leadership positions in nursing education and the health care delivery system;
2. prepare graduates to use the research process to improve nursing practice, nursing education, and contribute to nursing's body of knowledge;
3. prepare graduates to initiate innovative, creative approaches to the emerging needs and demands of society related to the health care delivery system;
4. provide an educational base for graduates to pursue further education and professional development.

Curriculum

The graduate nursing curriculum consists of courses in three areas: the graduate nursing core; the advanced practice core; and the clinical and/or functional specialization. The graduate nursing core courses provide support for clinical and functional role development and focus on such areas as: research; policy, organization and financing of health care; ethics; theoretical foundations of nursing practice; and human diversity and social issues. The graduate nursing core culminates

in a capstone course in which all candidates for the master of science degree in nursing demonstrate the ability to integrate theory, research, and clinical and/or functional practice.

The advanced practice nursing core courses build on knowledge acquired from the graduate nursing core and provide students with foundational understanding of professional role development, advanced assessment, pathophysiology and pharmacology.

Advanced practice clinical specialization courses reflect the changing trends in health care that require application of advanced clinical skills and development of collaborative roles. All clinical management courses provide for precepted clinical practice that concentrates on health restoration, health maintenance and health promotion. Clinical practice courses incorporate recommendations from ANA's Standards and Scope of Nursing Practice; Healthy People 2000; AACN's Essentials of Master's Education for Advanced Practice Nursing; and NONPF's Curriculum Guidelines and Program Standards for Nurse Practitioner Education. Students who select any of the advance practice options, with the exception of the family nurse practitioner option, also complete course work in the functional specialization areas of nursing education or administration. All graduate nursing students must have the following documents on file before beginning clinical experiences: current copy of professional license, CPR certification, health clearance, and Professional Liability Insurance.

The curricular options currently offered by the Nursing Department include:

The Advanced Practice Nursing: Adult Option which provides students with advanced clinical nursing skills to address health promotion needs of adults and to collaborate with members of the health care team in managing episodic and chronic health care problems of adults in acute care, ambulatory care, HMOs, long-term care, and home care settings. This option consists of 38 credits in the areas of the graduate nursing core, advanced practice core, adult health clinical specialization and functional specialization. Students must complete 225 hours of clinical practice under the direct supervision of qualified preceptors. Graduates who complete this course of study qualify to take the examination for certification by the American Nurses' Credentialing Center (ANCC) as a Clinical Nurse Specialist in Medical-Surgical Nursing.

The Advanced Practice Nursing: Women and Children's Health Option which gives students the opportunity to develop advanced nursing skills to provide care to women and children in a variety of inpatient and outpatient settings. The focus of this 40-credit program of study is the clinical management of common health promotion needs and problems of women and children. Students complete a minimum of 225 hours of precepted clinical practice along with courses in the graduate nursing core, the advanced practice core, and clinical and functional specialization areas. Graduates are prepared to work collaboratively with other health care providers in school-based clinics, well-child and prenatal clinics, inpatient obstetrical and pediatric units, ambulatory care, and other community agencies serving women and children. Students who complete this course of study may seek certification through the Association of Women's Health, Obstetric and Neonatal Nursing's (AWHONN) examinations in the areas of Ambulatory Women's Health, Maternal Newborn Nursing, and Low-Risk Neonatal Nursing.

The Family Nurse Practitioner Option prepares students to function as principal providers of primary health care to families and individuals across the life span. The focus of this 45-credit program of study is the primary care management of acute episodic and stable, chronic health problems of individuals and families. Students complete the graduate nursing core, the advanced practice core, and clinical specialization courses along with a minimum of 675 hours of direct clinical practice under the supervision of qualified nurse practitioner and physician preceptors. Graduates are certified as nurse practitioners in family health and qualify to take national Family Nurse Practitioner certification examinations offered by the ANCC and the American Academy of Nurse Practitioners.

The Post-Master's Certificate Option which provides the opportunity for nurses who already have an earned master's degree in nursing in another clinical specialization to complete requirements to qualify for certification as a Family Nurse Practitioner. The certificate program consists of a

minimum of 24 credits from the advanced practice nursing core and the clinical specialization area. Additional credits in pathophysiology, pharmacology, and health assessment and role development may be required based on evaluation of previous university and professional experiences. Post-master's certificate program students complete a minimum of 630 hours of directed clinical practice in primary care under the supervision of qualified clinicians.

Program Scheduling

The Adult Health and the Women and Children's Health options are available in either part-time or full-time study. Students who elect to complete these options in part-time study must complete all requirements within 5 years. The Family Nurse Practitioner option must be completed in 2 years of full-time study or in 3 years of part-time/full-time study. The Post- Master's Certificate Option can be completed in 4 semesters, 2 of which are usually full-time study and two which are generally part-time study. All graduate nursing courses, with the exception of functional area courses, are offered all day on Thursdays or every other weekend; functional area courses are offered on Thursdays only.

Structure of the Graduate Nursing Program

Graduate Nursing Core Courses 12 credits

NSG 512	Concepts and Theories in Nursing	3 credits
NSG 517	Research Analysis and Utilization	3 credits
NSG 555	Legal, Ethical, and Public Policy Issues in Health Care	3 credits
NSG 599	Graduate Synthesis	3 credits

Advanced Practice Nursing Core 10 to 19 credits

NSG 514	Foundations of Advanced Practice Nursing	3 credits
NSG 551	Advanced Pharmacology	3 credits
NSG 552	Pathophysiology for Advanced Practice Nursing	3 credits
NSG 557	Care of Adults with Health Promotion Needs and Episodic Health Problems	2 credits
NSG 562	Care of Adults with Chronic Health Needs and Problems	2 credits
NSG 559	Health Care of Women	3 credits
NSG 565	Health Care of Children	3 credits

All students are also required to complete the clinical specialization courses in their selected area of specialization:

Adult Health Clinical Specialization 4 credits

NSG 576	Advanced Nursing Management of Adults with Health Promotion Needs and Episodic Health Problems	2 credits
NSG 577	Advanced Nursing Management of Adults with Chronic Health Needs and Problems	2 credits

Women and Children's Health Clinical Specialization 4 credits

NSG 578	Advanced Nursing Management of Women with Health Promotion Needs and Health Problems	2 credits
NSG 579	Advanced Nursing Management of Children with Health Promotion Needs and Health Problems	2 credits

Family Nurse Practitioner Clinical Specialization—14 credits

NSG 554	Diagnostic Reasoning and Therapeutic Interventions for Primary Care Nursing	3 credits
NSG 556	Primary Care Management of Children with Health Promotion Needs and Health Problems	2 credits
NSG 558	Primary Care Management of Adults with Health Promotion Needs and Episodic Health Problems	2 credits
NSG 561	Primary Care Management of Women's Health Problems and Health Promotion Needs	2 credits
NSG 563	Primary Care Management of Adults with Chronic Health Needs and Problems	2 credits
NSG 567	Family Nurse Practitioner Clinical Synthesis	3 credits

All students who have not selected the Family Nurse Practitioner Option are required to complete 9 credits in functional specialization in the areas of nursing administration or nursing education.

Functional Specialization Courses 9 credits

Nursing Administration

OM 509	Financial Management	3 credits
NSG 525	Introduction to Nursing Administration	3 credits
NSG 545	Nursing Administration Practicum	3 credits

or

Nursing Education

NSG 504	Curriculum Design	3 credits
NSG 505	Teaching/Learning Strategies	3 credits
NSG 535	Nursing Education Practicum	3 credits

Sample Full-Time Course Sequence

Advanced Practice Nursing: Adult Health

Semester 1		Semester 2	
NSG 551 Advanced Pharmacology	3	NSG 512 Concepts & Theories	3
NSG 552 Pathophysiology	3	NSG 557 Episodic Adult	2
NSG 514 Foundations of APN	3	NSG 576 Clin. Mgmt. Episodic	2
		Functional Area Course*	3
Semester 3		Semester 4	
NSG 517 Research Anal. & Util.	3	NSG 555 Legal, Ethical, Pub. Pol.	3
NSG 562 Care Chronic Adult.	2	Functional Practicum**	3
Functional Area Course**	3	NSG 599 Synthesis	3

Total Credits 38

Advanced Practice Nursing: Women and Children's Health

Semester 1		Semester 2	
NSG 551 Advanced Pharmacology	3	NSG 512 Concepts & Theories	3
NSG 552 Pathophysiology	3	NSG 565 Health Care Child	3
NSG 514 Foundations of APN	3	NSG 579 Clin. Mgmt. Children	2
		Functional Area Course*	3

Semester 3

NSG 517 Research Anal. & Util.	3
NSG 559 Health Care Women	3
NSG 578 Clin. Mgmt. Women	2
Functional Area Course*	3

Total Credits 40

Family Nurse Practitioner Option

Semester 1

NSG 551 Advanced Pharmacology	3
NSG 552 Pathophysiology	3
NSG 554 Diagnostic Reason.	3
NSG 514 Foundations of APN	3

Semester 3

NSG 517 Research Anal. & Util.	3
NSG 559 Health Care Women	3
NSG 561 Pri. Care Mgmt. Women	2
NSG 562 Chronic Adult	2
NSG 563 Pri. Care Chronic Adult	2

Total Credits 45

Sample Part-Time/Full-Time Course Sequence

Family Nurse Practitioner Option

Semester 1

NSG 552 Pathophysiology	3
NSG 512 Concepts & Theories	3

Semester 3

NSG 551 Advanced Pharmacology	3
NSG 514 Foundations of APN	3
NSG 554 Diagnostic Reasoning	3

Semester 5

NSG 559 Health of Women	3
NSG 561 Pri. Care Women	2
NSG 562 Chronic Adult	2
NSG 563 Prim. Care Chron. Adlt.	2

Total Credits 45

Semester 4

NSG 555 Legal, Ethical, Pub. Pol.	3
Functional Practicum**	3
NSG 599 Synthesis	3

Semester 2

NSG 512 Concepts & Theories	3
NSG 565 Health Care Child	3
NSG 556 Pri. Care Mgmt. Child	2
NSG 557 Episodic Adult	2
NSG 558 Prim. Care Epi. Adult	2

Semester 4

NSG 555 Legal, Ethical, Pub. Pol.	3
NSG 599 Graduate Synthesis	3
NSG 567 FNP Clin. Synthesis	3

Semester 2

NSG 555 Legal, Ethical, Pub. Pol.	3
NSG 517 Research Anal. & Util.	3

Semester 4

NSG 557 Episodic Adult	2
NSG 558 Prim. Care Epi. Adlt.	2
NSG 565 Health Care of Child.	3
NSG 556 Prim. Care Mgmt. Child.	2

Semester 6

NSG 599 Graduate Synthesis	3
NSG 567 FNP Clin. Synthesis	3

Sample Full-Time Course Sequence

*Post-Master's Certificate Option**

Semester 1

NSG 554 Diagnostic Reasoning 3

Semester 2

NSG 565 Health Care Child 3

NSG 556 Prim. Care Mgmt. Child 2

NSG 557 Episodic Adult 2

NSG 558 Prim. Care Epi. Adlt. 2

Semester 3

NSG 559 Health Care Women 3

NSG 561 Prim. Care Women 2

NSG 562 Chronic Adult 2

NSG 563 Prim. Care Chr. Adlt. 2

Semester 4

NSG 567 FNP Clin. Synthesis 3

Total Credits 24*

- * If requirements for pathophysiology, pharmacology, health assessment and role development have previously been met in master's degree program. Otherwise, up to 9 additional credits may be required.

The RN to MSN Option

In response to the identified national need for a sufficient supply of expert clinicians and the profession's call for flexibility in the development of new initiatives and programs, the Nursing Department offers an alternative educational format for practicing registered nurses who wish to advance their educational base and/or who seek re-tooling for the health care marketplace of the 21st century. This innovative curriculum gives Registered Nurse students who do not hold a bachelor's degree in nursing, but who have graduated from NLN accredited diploma or associate's degree programs and have remained in clinical practice, the opportunity to earn both the bachelor's and master's degree upon graduation.

Applicants who meet admission requirements (See Program Specific Admission Requirements section in Admissions Information section of catalog) complete both undergraduate and graduate courses in a sequence that allows students to "bridge" to the MSN program without first earning a Bachelor of Science in Nursing. Students who are accepted into the RN to MSN program must meet all program-specific admission, progression and retention, and other graduate policies as specified in this catalog. (Please see Graduate Program Policies and Procedures Section of catalog.)

Diploma graduates must complete the entire undergraduate core curriculum of the College.

Associate's Degree students who transfer into this program fall into the following requirements with regard to the core:

1. All students must have at least one course in each area of the Core noted on their transcript.
2. Transferred courses from another institution may represent the area of the core that it satisfies.
3. Only 6 credits may be taken off campus at a 4-year institution after matriculation; only 3 of these are permitted to be core courses.

Because applicants hold a professional license prior to admission to the RN to MSN Program, this option is designated as a 5-year professional program. The time required to complete the RN to MSN program varies with the level of basic preparation, the number of credits transferred into the program from the basic program, and the clinical specialization that is selected.

All associate's degree registered nurse students complete core sampling and cognate courses (27 credits); elective courses (12 credits); professional nursing major courses (22 credits). The professional nursing major courses include: NSG 396, Baccalaureate Nursing Concepts I; NSSG 457, Baccalaureate Nursing Concepts II; NSG 462, RN Clinical; NSG 512, Concepts and Theories; NSG 517, Research Analysis and Utilization; and NSG 555, Legal, Ethical and Public Policy Issues. Course descriptions for core and cognate courses and 300 and 400 level nursing courses can be found in the Undergraduate Studies Academic Catalog. All diploma registered nurse students must complete 51 credits of core and cognate courses and 22 credits of professional nursing major courses but are not required to complete elective course work. At least one year prior to beginning the advanced practice clinical specialization course work, the student must choose a clinical specialty.

Those associate's degree registered nurse students who select the Adult Health Option, complete 122 total credits which additionally consists of 29 graduate-level nursing credits as specified in the Advanced Practice Nursing Adult Health curriculum plan in the previous section of the Graduate Catalog. The total credits to be completed by diploma registered nurse students who select the Adult Health Option is 134. For the Women and Children's Health Option, the total credits required for associate's degree nurses is 124 and for diploma nurses the total is 136. This includes 31 graduate-level nursing credits as specified in the Advanced Practice Nursing: Women and Children's Health curriculum plan in the previous section of the Graduate Catalog. The Family Nurse Practitioner Option consists of 129 total credits for associate's degree students and 141 for diploma graduates; 36 of these credits are graduate-level nursing courses specified in the Family Nurse Practitioner curriculum plan as specified in the previous section of the Graduate Catalog.

A sample curriculum plan follows for the RN to MSN: Family Nurse Practitioner Option only. Similar models are followed for other clinical specializations.

See Undergraduate Studies Catalog for core requirements

Natural Science Core:	6 credits
English (Literature) Core:	3-6 credits
History/Political Science Core:	3-6 credits
Philosophy Core:	3-6 credits
Fine Arts Core:	3-6 credits
Religious Studies Core:	3-6 credits
Behavioral Science Core:	3-6 credits
Mathematics Core:	3-6 credits

Cognate

F&N 241, Normal Nutrition	3 credits
Professional Nursing Courses:	
NSG 397 Professional Concepts I	2 credits
NSG 398 Health Assessment AcrossLife	3 credits
NSG 460 Professional Nsg. Concepts II	4 credits
NSG 465 Clinical App. Prof. Nsg.	4 credits
NSG 512 Conc. & Theory	3 credits
NSG 517 Research Analysis /Delegation	3 credits
NSG 555 Leg/Eth/Pub. Pol.	3 credits

<i>Graduate Semester</i>	<i>Graduate Semester 2</i>
NSG 551 Advanced Pharmacology 3	NSG 557 Episodic Adult 2
NSG 514 Foundations of APN 3	NSG 558 Prim. Care Epidemiol. Adlt. 2
NSG 554 Diagnostic Reasoning 3	NSG 565 Health Care of Child. 3
	NSG 556 Prim. Care Mgmt. Child 2
<i>Graduate Semester 3</i>	<i>Graduate Semester 4</i>
NSG 559 Health of Women 3	NSG 599 Graduate Synthesis 3
NSG 561 Pri. Care Women 2	NSG 567 FNP Clin. Synthesis
NSG 562 Chronic Adult 2	
NSG 563 Prim. Care Chron. Adlt. 2	

Professional Entry Level Master of Science Degree in Occupational Therapy

Occupational Therapy Curriculum

Since, 1985, the Occupational Therapy department has been preparing occupational therapy practitioners to utilize theory-based, Division of Health Sciences occupation focused assessment and intervention strategies to assist the individual in improving functional performance. Successful completion of the program results in a professional Master of Science in Occupational Therapy degree. Graduates of the program can expect to practice successfully in a variety of traditional and non-traditional health care delivery models with clients across the lifespan.

Two entry options are available for prospective students. The weekday program is 5 years in length and is traditionally selected by high school graduates. Students who are applying for the traditional program should refer to the undergraduate catalog for a description of admission policies and other requirements.

The weekend program utilizes a 3-year model, with classes meeting on alternating weekends year round. This program is specifically designed for COTAs and those individuals already possessing a baccalaureate degree in another discipline. The weekend program presents professional occupational therapy coursework in an adult learning model to produce a holistic practitioner who has a strong background in the use of occupation and critical inquiry skills to advance the profession.

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education of AOTA, 4720 Montgomery Avenue, Bethesda, Maryland 20824, (301) 652-6611. Graduates of the program are eligible to sit for the occupational therapy examination given by the National Board for Certification of Occupational Therapy. Successful candidates are then able to apply for occupational therapy licensure in the state chosen for employment.

Mission

The mission of College Misericordia is to provide an environment that reflects the values and attitudes of justice, mercy, service, and hospitality. The department of Occupational Therapy department strives to integrate citizenship and professionalism within this environment. The liberal arts core courses, the occupational therapy curriculum, and a variety of service-related experiences provide a learning community, which helps develop responsible members of society.

The Occupational Therapy Department at College Misericordia provides a professional entry level Masters Program, which is occupation-based, concerned with the individual student and oriented toward future practice. The program reflects the basic belief of Occupational Therapy that participation in goal directed meaningful occupation is essential to a healthy lifestyle. The Occupational Therapy Department values each student as an active member of the learning

community. Moreover, the program promotes life-long learning to prepare students to be leaders in evolving professional environments. Occupational therapy coursework and clinical experiences build upon the liberal arts foundation producing quality entry-level therapists who embody the values of justice, mercy, service, and hospitality, as well as the professional values of occupational therapy.

Philosophy

The human being is a holistic, dynamic system consisting of biological, psychological, sociocultural, and spiritual dimensions in interaction with the environment. Humans possess an innate drive to explore and/or accommodate to their environment, which is essential to human existence, not only as a means of survival, but also as enabling the process of self-actualization. The drive towards action when channeled into occupation is fundamental to development, adaptation, health, and satisfying human performance. "Human occupation necessarily encompasses the required human capacities to act on the environment with intentionality in a given pursuit, as well as the unique organization of these pursuits over time and the meanings attributed to them by doers as well as those observing them." (Occupation: A position paper. Reference manual of the official documents of AOTA, Inc. Bethesda: AOTA)

Occupational performance is the ability to adapt, cope with the problems of daily living, and fulfill age specific life roles through goal directed meaningful occupations. The interpersonal relationships within an occupational context influence performance. The therapeutic relationship between client and therapist enhances occupational performance. Dysfunction in occupational performance is an individually determined state of being defined at any one time by personal, social, and cultural variables. Participation in occupation can prevent, remediate or minimize dysfunction in occupational performance. Occupational therapy is the use and application of occupation and interventions to create a balanced lifestyle of occupational performance from the consumer's perspective.

We believe the development of knowledge occurs in a sequential process beginning with basic facts, principles, and techniques and progressing to increasingly more complex concepts and applications of these concepts. Beyond application comes the analysis, synthesis, and evaluation of facts, principles, and concepts. The role of the student is to engage actively in occupations in the learning process, engaging in self-assessment, and becoming increasingly self-directed in a collaborative manner. The role of the faculty is to facilitate and structure experiences that enhance professional behaviors and critical thinking skills as well as the integration of the learning into each student's life experiences. Faculty design active learning experiences that enable students to achieve the outcomes identified in the curriculum design.

Goals and Objectives

Graduates of the Occupational Therapy Program, with, or on behalf of, clients of various ages and from diverse populations, will use a variety of models of occupation as well as service delivery models. In a timely and efficient manner that is consistent with the pacing and constraints of the current health or educational delivery system, and using their critical thinking and clinical reasoning skills, graduates will demonstrate the ability to: (1) accept appropriate referrals from, and generate appropriate referrals to other professionals; (2) establish therapeutic relationships with clients, caregivers, and client advocates that are conducive to engagement in the occupational therapy process; (3) screen clients individually or as a member of an interdisciplinary team; (4) assess clients' occupational role performance, task performance, and components of task performance; (5) analyze the person-task-environment interaction necessary to carry out clients' everyday roles and daily occupations; (6) develop and document an occupation-based intervention plan using assessment data; (7) implement an occupation-based intervention program guided by the intervention plan; (8) develop a transition plan in preparation for discontinuation of occupational therapy services; (9) discontinue service when the client has met pre-established outcomes or has achieved maximum benefit from occupational therapy services; (10) apply the Core Values and Attitudes of Occupational Therapy Practice and the principles of the AOTA Code

of Ethics when interacting with clients, peers, superiors, and subordinates; (11) supervise assigned therapy personnel; (12) manage therapy resources; (13) collaborate with members of a multidisciplinary team; (14) critique, design, and carry out research relevant to occupational therapy theory and practice; (15) articulate a personal professional development plan that is consistent with lifelong learning; and (16) describe the historical background of the profession of occupational therapy and apply this perspective to contemporary parameters of practice.

Policies

Fieldwork

Fieldwork education is an integral part of the occupational therapy curriculum. Through various experiences in traditional and non-traditional settings, students learn about and participate in the occupational therapy process. The Academic Coordinator of Fieldwork Education arranges all fieldwork placement. Students are responsible for all costs incurred that are associated with fieldwork including but not limited to living arrangements, transportation, and meals.

Related Expenses

Additional expenses for occupational therapy students normally include an email account, lab fee, uniforms, name pins, school patches, and a certification examination fee. As part of professional development, students are expected to become members of the American Occupational Therapy Association and are encouraged to become members of the Pennsylvania Occupational Therapy Association (each Association has reduced student rates; the Occupational Therapy Office has details). Attendance at local and regional conferences is encouraged as student continue their life long commitment to learning.

Retention and Dismissal

To be retained in the Occupational Therapy major, a minimum grade point average and a minimum letter grade in each course are required. Refer to the Occupational Therapy Program Guide for details.

Weekend College Program

Year 1	credits	Year 2	credits	Year 3	credits
Fall	7-10	Fall	8-11	Fall	12.5
OT 103	2	OT 313	5*	OT 424	4.5*
OT 220	2*	OT 330	3	OT 524	2
OT 205	3*	Core or elective		OT 570	3
Core or elective				OT 690	3
Spring	8-11	Spring S	9.5-12.5	Spring	12
OT 275 -	3*	OT 335	3	OT 601	6
OT 221	2*	OT 422	4.5*	OT 602	6**
SWK 285	3	OT 522	2		
Core or elective		Core or elective			
Summer	5-8	Summer	9.5-12.5	Summer	9
OT 312	5*	OT 423	4.5*	OT 695	3
Core or elective		OT 523	2	OT 620	3
		OT 520	3	OT 630	3
		Core or elective			

* With Lab

** OT 602-fieldwork begins in March, ends in mid June, and may overlap with one summer class meeting.

WEC students must complete the following prerequisite (cognate) classes before enrolling in an OT course. These classes are:

Credits and Course

4 credits	Bio 211 Anatomy & Physiology I
4 credits	Bio 212 Anatomy & Physiology II
3 credits	MTH 115 Statistics
3 credits	PSY 290 Psychopathology
3-4 credits	PHY 107 Intro to Physics (with Lab)

In addition to OT course work, students holding a bachelor's degree must complete 12 credits of electives at College Misericordia.

COTA Requirements/CORE AREAS: One course from each core area. After admission, 3 credits of core may be taken off campus. At least FOUR of the core areas must be satisfied prior to beginning OT classes.

Core/Class

3 credits	Anthropology
3 credits	Fine Arts
3 credits	Political Science
3 credits	Natural Science
3 credits	History
3 credits	Psychology
3 credits	Mathematics
3 credits	English Lit
3 credits	Philosophy
3 credits	Religious Study

Graduate Program in Organizational Management

Philosophy

College Misericordia's Master of Science degree in Organizational Management educates individuals for successful careers as managers in for-profit and not-for-profit organizations in both public and private spheres. The program reflects a management perspective which assumes that the professional manager is able to analyze problems, synthesize solutions, communicate decisions and understand the organizational impact of those decisions.

Program

The program prepares students for responsible organizational leadership. Faculty encourages students to think deeply and broadly from a systems viewpoint about the roles, functions and tasks of a manager and to develop and use a variety of management skills and prescriptions in organizational environments. The program stresses not only management theory, but also the application of that theory in various managerial situations.

Curriculum

The program consists of thirty-six (36) credit hours of study that can be completed on a part-time basis. Students must complete a core curriculum of twenty-four (24) credits and a specialization area of twelve (12) credits.

Specializations

The program offers an opportunity for students to concentrate their elective courses in one of three areas of special interest: Human Resource Management, Management and Not-for-profit Management.

Human Resource Management Specialization

Clearly a need exists for the development of professional competencies and skills in the area of Human Resource Management, which deals with issues, specialization such as selection, compensation, motivation and development, that are related to the people side of the organization. The program provides opportunities to develop skills and a knowledge base necessary to exert effective leadership in the management of human resources in a variety of organizational settings including corporations, health and health-related facilities, local, regional and state government, and other complex organizations.

Management Specialization

The Management Specialization provides the student with opportunities to acquire and practice the functions of management and to understand the characteristics of leadership, particularly within for-profit private and publicly traded corporations, companies and businesses.

Not-for-profit Management Specialization

Management of not-for-profit organizations offers unique challenges and opportunities not experienced in for-profit firms. The Not-for-profit Management specialization addresses these needs and provides experiences that are often encountered in not-for-profit firms, both public and private.

Core (24 Credits)

OM 500 Organizational Behavior

OM 509 Financial Management

OM 515 Research Methods or OM 516 Qualitative Research or OM 512 Management Science

OM 530 Legal Aspects of Administration

OM 538 Perspectives in Management or OM 595 Professional Contribution
or OM 596 Administrative Practicum

OM 545 Introduction to Human Resources

OM 551 Organizational Communications

OM 586 Strategic Planning and Management of Change

Track I: Human Resource Management (12 Credits)

OM 552 Regulation of Human Resource Management

Elective

Choose any two

OM 527 Selection, Recruitment, and Training and Development

OM 553 Fundamentals of Employee Benefit Planning

OM 557 Performance, Compensation and Reward Systems

OM 558 Employee Relations and Services

Track II: Management (12 Credits)

OM 535 Leadership

Elective

Choose any two

- OM 520 Introduction to Management Information Systems
- OM 533 Managing Customer Satisfaction
- OM 536 Marketing Management

Track III: Not-for-profit Management (12 Credits)

- OM 535 Leadership
- Elective

Choose any two

- OM 540 Grant/Contract Development and Management
- OM 542 Fund Raising: Theory and Application
- OM 543 Assessment in the Not-for-profit Sector
- OM 553 Fundamentals of Employee Benefits Planning

Cluster Programs

The program offers its degree with a Management Specialization in a cluster format at various sites in the region. The cluster concept advances students through the program as a cohort, meeting one weekend a month for 24 months. Further information on the cluster programs is available from the Office of Adult Education or from the Organizational Management Program Director.

Certificate

The program offers a 15-credit Certificate in Human Resource Management to those individuals who are interested in the field of Human Resources, but do not wish to pursue the degree. Course requirements for entering and completing the certificate program include:

1. possession of a baccalaureate degree from an accredited college or university in a field compatible with the area of advanced study;
2. completion of the following designated courses: OM 500, OM 545, OM 552;
3. completion of six (6) additional credits from the Human Resource Management specialization.

Second Specialization

Graduates of the Organizational Management Program can return to the College to complete a second specialization by taking the required courses within the specialization area at a reduced tuition rate. Those interested should contact the Office of Adult Education.

Course Scheduling and Sequence

Option I: Three-year Sequence (6 credits for 6 semesters)

Year	Semester	Course
One	Fall	OM 500 Organizational Behavior
	Spring	OM 509 Financial Management
		OM 530 Legal Aspects of Administration
Two	Fall	OM 545 Intro to Human Resources
		OM 551 Organizational Communications
	Spring	OM Specialization Area
		OM 538 Perspectives in Management
		OM Specialization Area

<i>Three</i>	<i>Fall</i>	<i>OM 515 Research Meth. or OM 512 Management Science</i> <i>OM Specialization Area</i>
	<i>Spring</i>	<i>OM 586 Strategic Planning and Mgmt. of Change</i> <i>OM Specialization Area</i>

Option II: Two-year Sequence (9 credits for 4 semesters)

<i>Year</i>	<i>Semester</i>	<i>Course</i>
<i>One</i>	<i>Fall</i>	<i>OM 500 Organizational Behavior</i> <i>OM 509 Financial Management</i> <i>OM 545 Intro to Human Resources</i>
	<i>Spring</i>	<i>OM 551 Organizational Communications</i> <i>OM 538 Perspectives in Management</i> <i>OM Specialization Area</i>
	<i>Fall</i>	<i>OM 515 Research Meth. or OM 512 Management Science</i> <i>OM 530 Legal Aspects of Administration</i> <i>OM Specialization Area</i>
	<i>Spring</i>	<i>OM 586 Strategic Planning and Mgmt. of Change</i> <i>OM Specialization Area</i> <i>OM Specialization Area</i>

**Postbaccalaureate Entry-Level Program in Physical Therapy
Master of Science in Physical Therapy**

College Misericordia's program in Physical Therapy is a five-year, entry-level master's degree program with admission in the freshman year. Students admitted as freshmen or undergraduate transfers who successfully complete all major and college requirements will be awarded a Bachelor of Science degree in Health Science in addition to an M.S. in Physical Therapy degree. Students admitted with a baccalaureate degree will be awarded an MS in PT degree upon successful completion of the professional program.

The program's first two years of pre-professional study provide a strong foundation in the liberal arts and sciences appropriate in depth and breadth to develop the ability in students to think independently, weigh values, and understand fundamental theory. This further serves to develop skills of critical thinking and communication, inherent in baccalaureate education and essential to professional socialization. The physical therapy professional curriculum is initiated in the third year and continues through the fourth and fifth years.

The Physical Therapy professional program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE/APTA). Graduates of accredited physical therapist education programs are eligible to apply for licensure as physical therapists in the individual United States and territories.

Mission

It is the mission of the physical therapy education program at College Misericordia to provide professional physical therapy education opportunities to the citizens of northeastern Pennsylvania and the surrounding regions of New York, New Jersey, Maryland, and Pennsylvania and to help meet the physical therapy health care needs of these areas.

The physical therapy program is committed to providing an education program which produces competent physical therapy practitioners who are critical thinkers and educated consumers of research and which prepares graduates for productive careers in physical therapy and as advocates for, and participants in, life long learning.



As an entry-level professional postbaccalaureate program, the physical therapy curriculum reflects a commitment to the complementary relationship between liberal arts and professional studies which enables graduates to adapt to and deal with constantly evolving societal and professional needs.

The physical therapy program's commitment to providing affordable, quality physical therapy education expresses the founding Sisters' values and attitudes of justice, mercy, and service.

Philosophy

The physical therapy education program is based on the belief that graduates of entry-level physical therapy programs should possess the clinical decision making and problem solving skills which enable them to function as peer colleagues in the contemporary, dynamic health care system. Physical therapists need to be sensitive to the needs of a culturally diverse society as evident in their interactions with clients, families, health care colleagues and the community in which they practice.

An educational program for physical therapists should reflect the concepts of andrology (adult education) to include problem solving, critical thinking and analysis, integration of theory and practice, clinical decision making, mentoring and self-directed learning.

Physical therapists should have the ability to articulate and exchange knowledge, seek additional knowledge and skills, and they should have the ability and desire to remain open to input from and collaboration with other health care professionals. They value collaboration and communication in a spirit of mutual collegiality among health care providers as essential to meeting the health care needs of society.

A physical therapy entry-level education program prepares physical therapy generalists but provides graduates with the tools which enable them to develop specialty expertise through the application of critical thinking and problem solving skills and a holistic approach to health care.

The academic and clinical faculty and the academic and clinical education environment must reflect and foster professional values and behaviors. The academic and clinical faculty and curriculum components must be inextricably linked for the provision of professional education programs preparing competent health care practitioners.

A diverse faculty whose members have responsibilities and activities consistent with their areas of teaching and scholarly expertise, strengthens and enhances a professional education program.

Goals

It is the goal of the physical therapy education program to prepare graduates who:

1. are physical therapist generalists capable of contemporary, competent, legal, and ethical practice.
2. value the relevance of, and contribute to, critical inquiry in the validation and advancement of the art and science of physical therapy.
3. appreciate the roles and responsibilities of physical therapists as professionally autonomous practitioners within the health care system.
4. accept the responsibility for education of self, the community, profession, clients, and colleagues in the health care system.
5. value and foster communication and interaction with colleagues for the benefit of optimal service to clients.
6. respect and respond to contemporary bio-psycho-social diversity in interactions with clients, families, colleagues and the community.

Advancement within the Professional Physical Therapy Program

To advance within the professional program, students must maintain a 3.0 GPA and achieve a minimum level of competence (B-) in all professional designed (PT) courses; further, no more than 2 grades of C will be permitted in courses at the 500 and 600 level. Grades of D or below are considered failing grades within the Professional Program. Policies and Procedures related to Academic Standards for the Physical Therapy Program will be included in the Physical Therapy Student Handbook.

Physical Therapy Professional Curriculum

First Professional Year

<i>Semester I</i>	<i>Total 15</i>	<i>Semester II</i>	<i>Total 13</i>
BIO301 Gross Anatomy	5	BIO 301 Neuroscience	4
PT 405 Analysis Hum Mvmt	4	PT 402 Clin Sci	6
BIO 407 App Physiol	4	PT 410 Int Cl Arts Sem	3
PT 409 Clin. Skills	2		
<i>Summer I</i>	<i>Total 3</i>		
PT 515 Research	3		

Second Professional Year

<i>Semester I</i>	<i>Total 13</i>	<i>Semester II</i>	<i>Total 13</i>
PT 590 Research Sem	1	PT 518 Clin Educ I (6 wks.)	3
PT 503 Clin Sci II	4	PT 506 Clin Sci IV (10 wks.)	6
PT 505 Clin Sci II	4	PT 512 Int CA Sem III (10 wks.)	4
PT 511 Int CA Sem II	4		

Third Professional Year

<i>Semester I</i>	<i>Total 12</i>	<i>Semester II</i>	<i>Total 12</i>
PT 619 Clin Ed II (10 wks.)	6	PT 614 Int CA Sem IV	3
PT 621 Clin Ed III (10 wks.)	6	PT 690 Critical Inq	3
		PT 692 Crit Inq Sem	1
		PT 616 Clin Dec Making	2
		PT 612 Spec. Topics	3

The total credits required for the professional curriculum are 81. Students in the five year BS/MSPT program must have 125 credits for the BS degree. A minimum of 41 graduate credits beyond the BS degree are required for the MS in PT degree.

Minimal competence (80%) must be demonstrated in all professional courses prefixed PT for successful completion of the Physical Therapy program.

Course Descriptions

Education

(EDU)

500 Issues and Trends in Education

3 credits

Curriculum decision making is examined in light of Federal and state legislation, court decisions, public policy, recent research and exemplary educational program. Students complete a series of readings, participate in discussions, and complete a major paper.

504 Curriculum

3 credits

Includes an examination of the foundation models and procedures of curriculum design and assessment. Curriculum theories and practices are explored. Students design and assess actual curriculum.

510 Learning

3 credits

Relates major contemporary theories of education to current methods of teaching. Discusses how the theories and methods affect curriculum and curriculum decisions. Students create a project that relates theories and methods to curriculum decisions.

515 Research Methods

3 credits

Provides students with an understanding of the concepts, principles and techniques associated with the investigation of specific research problems in organizational behavior and management.

Prerequisite: Basic Statistics is required.

518 The Internet

3 credits

This course provides students with an opportunity to explore electronic communications and information storage, access, and use as they relate to the Internet. Students will develop skills needed for personal communications, web information, Internet research, and telecomputing.

520 Curriculum and Methods in Reading

3 credits

A special course which focuses on effective and efficient teaching methods and materials, used to teach reading in elementary classrooms. This course is designed for currently certified teachers.

EDU 590 Basic Methods in Elementary Education is a prerequisite.

523 Curriculum Adaptations for Mainstreamed Adolescents

3 credits

This course prepares special and regular educators to effectively integrate mildly handicapped students in regular education.

524 Curriculum and Methods in Language Arts

3 credits

A special course, which focuses effective and efficient teaching methods and materials, used to teach language arts in elementary classrooms. This course is designed for currently certified teachers.

EDU 590 Basic Methods in Elementary Education is a prerequisite.

525 Curriculum and Methods in Mathematics

3 credits

A special course, which focuses effective and efficient teaching methods and materials, used to teach mathematics in elementary classrooms. It is designed for currently certified teachers.

EDU 590 Basic Methods in Elementary Education is a prerequisite.

530 School Law and Finance

3 credits

Students are introduced to how state and local school district laws and policies govern curriculum and how school programs are financed.

531	College Teaching	3 credits
	Introduces prospective and novice college faculty to instructional practices and procedures related to teaching college courses. Topics include developing syllabi and instructional plans, teaching methods, test construction, and evaluation procedures.	
532	Classroom and Instructional Management	3 credits
	This seminar identifies how special educators and elementary teachers can improve how they manage classrooms. Motivation and discipline issues are discussed.	
533	Computer-Based Education	3 credits
	This laboratory course allows students to experience first-hand the effects of computer-based educational programs and create an awareness of how CBA can be used in schools.	
534	Teaching Sensitive Issues	3 credits
	Participants identify educationally sensitive issues related to sex education and related topics and prepare to deal with the issues in classroom situations.	
535	Cooperative Learning	3 credits
	This course introduces students to Cooperative Learning and allows them to develop skills related to the implementation of Cooperative Learning strategies in elementary and secondary schools.	
537	Outcomes-Based Education	3 credits
	This course introduces students to OBE and to policies and procedures which facilitate the effective implementation of outcomes-based programs.	
538	Performance-Based Assessment	3 credits
	This course introduces students to performance-based assessment and to policies and procedures which facilitate the effective implementation of PBA in classroom situations.	
539	Learning Strategies	3 credits
	This course introduces students to the Strategies Intervention Model (SIM), an approach to helping at-risk secondary students by empowering them with Learning Strategies (Kansas University).	
545	Instructional Support Teams/Elementary	1 credit
	This advanced course helps elementary teachers apply concepts of instructional support in their school settings.	
546	Instructional Support Teams/Secondary	1 credit
	This advanced course helps middle level and secondary teachers apply concepts of instructional support in their school settings.	
547	Collaboration and Consultation	3 credits
	This course introduces a process regular and special education teachers can follow to jointly implement programs to assist students at-risk.	
548	Clinical Supervision	3 credits
	Models and practices of clinical supervision are explored and practiced. Supervision projects are completed.	
552	Multimedia for Instruction	3 credits
	This course introduces students to the development and use of multimedia in education and training. Students examine current uses of multimedia and consider its future. Students create graphic, video, and audio media, as well as new formats as they emerge.	
553	Instructional Design	3 credits
	This course reviews models of teaching and training which might be used in professional development activities (e.g., in-service programs, college teaching, training activities, etc.) to determine whether and how they can be improved by applications of educational technology.	

554	Videography	3 credits
	This course prepares students to create a production for use in a digital environment.	
556	Programming for Instruction	3 credits
	This course introduces students to computer programming for educational and training applications. It emphasizes interface design and interactivity. The language(s) will vary with needs and trends.	
558	Introduction to Networking	3 credits
	This course introduces students to the types of computer networking needed for distribution of educational and training applications. Languages and platforms used are determine in response to the needs of students enrolled and trends in education and training.	
563	Hypermedia Theory and Application	3 credits
	Using both laboratory classroom situations and equipment, this course introduces students to computer-based techniques teachers and trainers might use to develop and deliver instruction and training.	
566	Principles of Interface Design	3 credits
	This course introduces students to procedures used to create computer-based interface and screen designs. Commercially available and web-based programs and units are evaluated in terms of how well they relate to design principles and as to their efficiency.	
567	Issues and Trends in Educational Technology	3 credits
	This course provides students with an opportunity to investigate current issues related to computer-moderated teaching and learning.	
568	Distance Education and Hybrid Technologies	3 credits
	This course introduces students to the operation of distributed educational technologies, including the development and delivery of asynchronous and synchronous mediated and stand-alone communication technologies, including distance learning.	
575	Human Development	3 credits
	An in-depth study of growth and development as it relates to elementary-aged students. Current research and recent developments in educational psychology are explored.	
581	Seminar in Elementary Education	3 credits
	This seminar is designed for Track Two participants (elementary education). It deals with current issues and trends in elementary education.	
582	Observation and Practicum	0 credits
	Elementary specialization participants are expected to log 100 hours observing and participating in elementary classrooms. Specific objectives must be met and students must maintain journals.	
585	Special Topics	Variable credit
	The Graduate Education Program features a series of one, two, and three credit courses, which deal with special topics of interest to teachers. They are taught by respected and expert adjunct faculty who are leaders in their communities and/or schools. A few Special Topics are scheduled each semester and several are available during the summer term. Most Special Topics may be used as electives within the Graduate Education Program. Special Topics courses have included:	
	<i>Integrating Learning Systems</i>	<i>College Programs for Disabled Students</i>
	<i>Integrating Technology in the Classroom</i>	<i>Religion in Public Schools</i>
	<i>The Federal Education Agenda</i>	<i>Characteristics of Excellence</i>
	<i>Sensitive Issues in Sexuality</i>	<i>Multicultural Education: Heritage Curriculum</i>
	<i>Curriculum Integration</i>	<i>Multicultural Education: Literature in High School</i>
	<i>Censorship in the Arts</i>	<i>Education in Japan</i>
	<i>Curriculum of the Future</i>	<i>Ethics in Education</i>

590	Basic Methods in Elementary Education	3 credits
Focuses on the structure and process of elementary education and highlights effective and efficient teaching methods and materials, which may be used in elementary education. This course is designed for currently certified, albeit not elementary teachers.		
595	Professional Contribution	3 credits
Allows students the opportunity to implement major curriculum projects by conducting and formally and publicly presenting their professional contributions. <i>EDU 565 Staff Development is a prerequisite.</i>		
599	Independent Study	Variable credit
Allows students to conduct independent investigations of specific topics of interest and/or to complete a school-based project. They are planned, implemented, and evaluated with the assistance of a mentor appointed by College Misericordia. A Contract Learning format is used.		

Nursing

(NSG)

504 Curriculum Design

3 credits

An examination of the foundations, models and procedures of curriculum design in nursing. Curriculum theories and practice are explored.

Prerequisite or Co-requisite: NSG 512

505 Teaching-Learning Strategies

3 credits

This course places emphasis on teaching and learning theories. Students are exposed to a variety of modalities utilized in teaching both theory and clinical courses. Test construction and clinical evaluation methods are included.

512 Concepts and Theories in Nursing

3 credits

This course utilizes the critical reasoning process to examine the elements of nursing knowledge. Emphasis is placed on concept analysis and the evaluation of nursing and shared theories, including family theory. Identification of the links between theory and empirical indicators is examined. The clinical relevance of mid-range and family theory is explored.

514 Foundations of Advanced Practice Nursing

3 credits

Emphasis is placed on the foundations of advanced nursing practice. Course content focuses on the analysis of the health status of individuals, families, and communities. Students learn to develop a comprehensive database, including skills in health history and physical examination. Family and community assessment techniques are examined. Conceptualizations, role development, and competencies of advanced practice are also explored. Laboratory practice hours are required for this course.

517 Research Analysis and Utilization

3 credits

This course examines the principles and processes of research. Characteristics of quantitative and qualitative research methods are explored. Emphasis is placed on data analysis, critique, and utilization of research findings in practice.

Prerequisites: Basic Statistics; Undergraduate research course or permission of instructor.

516 Introduction to Qualitative Research

3 credits

This course introduces the student to the nature and importance of qualitative research methods. Case study, phenomenologic, grounded theory, historical and ethnographic methods are explored in relation to the health professions. Examples of qualitative research are analyzed.

525 Introduction to Nursing Administration

3 credits

This course explores the nature of administration as a concept and a variety of theoretical approaches to the process of administration. Common elements of administration are considered and analyzed within the organizational framework of nursing services as a subsystem of an overall health care delivery system.

Pre or Co-requisites: OM 509, NSG 512

535 Nursing Education Practicum

3 credits

This course provides opportunities for students to develop the skills of classroom and clinical teaching and evaluation using various modalities. Students will explore the need to interface with faculty from nursing and other departments of the institution, administration, support service personnel, and clinical site agency personnel. The logistics of student placement, contractual agreements, state approval, and accreditation are additional areas which are explored. Weekly seminars provide opportunities for exchange of ideas, clarification of concerns, and analysis of educational development and evaluative strategies.

Prerequisites: NSG 504, 505, and at least one clinical course

545	Nursing Administration Practicum	3 credits
This course is designed to expand on the content of NSG 525, Introduction to Nursing Administration. Students will have selected experiences in a Nursing Service Department with a Nursing Administration and/or designed and explore issues that affect the delivery of nursing care in that situation. Concurrent classes will focus on an analysis of the scope of nursing services in the total health care system and particularly on the role of the Nursing Administrator.		
<i>Prerequisites: NSG 525 and at least one clinical course</i>		
551	Advanced Pharmacology	3 credits
Principles of pharmacology are applied to the advanced practice therapeutic management of the client across the life span. Emphasis is placed on mechanisms of drug action, prescription writing, monitoring drug regimens, identifying adverse reactions/toxicity and anticipating changes inherent in self medication. Potential consequences of multiple drug interactions are considered. The cost effectiveness of medication choices is also discussed.		
<i>Pre or Co-requisite: NSG 552</i>		
552	Pathophysiology for Advanced Practice Nursing	3 credits
The physiological principles and pathogenesis of common conditions affecting children and adults are presented. The application of concepts from anatomy and physiology, pathophysiology and epidemiology as a basis for advanced nursing practice is emphasized. Physical findings and diagnostic studies appropriate for common health problems occurring across the life span are addressed.		
554	Diagnostic Reasoning and Therapeutic Interventions for Primary Care	3 credits
This is a laboratory/clinical course designed to assist students to use clinical decision-making theory as the foundation for performing clinical interventions. Data collection and hypothesis formulation is emphasized. Students practice psychomotor and psychosocial therapeutic interventions in a variety of clinical settings. A beginning understanding of the role of the Family Nurse Practitioner is stressed. (A minimum of 135 hours of combined laboratory and clinical practice are required for this course.)		
<i>Co-requisite for FNP students only: NSG 514</i>		
555	Legal, Ethical and Public Policy Issues in Health Care	3 credits
This course is designed to analyze the impact of legal, ethical and public policy dimensions as they relate to health care in general and nursing specifically. Emphasis will be on examination of current issues in these areas. Current trends and issues in health care will provide a framework for analyzing the legal, ethical and public policy aspects of the health care system.		
556	Primary Care Management of Children's Health	2 credits
Students will develop competence in performing a comprehensive health assessment of children. Clinical experiences also will assist students to gain competence in the management of children's health/illness status. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common childhood health problems and illnesses. (A minimum of 90 hours of precepted clinical practice is required for this course.)		
<i>Co-requisite: NSG 565</i>		
557	Care of Adults with Health Promotion Needs and Episodic Health Problems	2 credits
Focuses on the delivery of theory-based care to adults with health promotion needs and episodic health problems. The application of advanced comprehensive assessment skills to the adult population are covered. Emphasis is placed on risk analysis and reduction and principles of pharmacologic and non-pharmacologic clinical therapeutics. The stabilization of acute and management of common episodic health problems of adults are included. In addition there are selected practice experiences.		
<i>Prerequisites: NSG 551, NSG 552, NSG 514, *NSG 554 for FNP students only</i>		

558	Primary Care Management of Adults with Health Promotion Needs and Episodic Health Problems	2 credits
Students will develop competence in performing a comprehensive health assessment of adults with episodic health problems. Clinical experiences also will assist students to gain competence in the theory based management of adult's health/illness status. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common adult health problems and illnesses. (A minimum of 90 hours of precepted clinical practice is required for this course.)		
	<i>Co-requisite: NSG 557</i>	
559	Health Care of Women	3 credits
Emphasis is on gynecological and reproductive health care. Health promotion issues specific to women are covered. Focus is on the theory based management of gynecologic health needs and the normal reproductive cycle. The application of research findings to the health care of women is discussed.		
<i>Prerequisites: NSG 551, NSG 552, NSG 514, *NSG 554 for FNP students only</i>		
561	Primary Care Management of Women's Health	2 credits
Students will develop competence in comprehensive health assessment of the gynecologic and reproductive health care needs of women. Clinical experiences also will assist students to gain competence in the theory based management of women's health. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common health concerns of women throughout the life cycle. The application of research to practice will be included. (A minimum of 90 hours of precepted clinical practice is required for this course.)		
<i>Co-requisite: NSG 559</i>		
562	Care of Adults with Chronic Health Needs and Problems	2 credits
Focuses on the delivery of theory-based care to adults with chronic health problems. The ongoing assessment and management of chronic illnesses will be discussed. Students will be encouraged to utilize problem solving techniques to determine potential strategies for breaking through barriers to care. The utilization of computers to facilitate client care objectives will also be covered. Selected practice experiences are included.		
<i>Prerequisites: NSG 551, NSG 552, NSG 514, *NSG 554 for FNP students only</i>		
563	Primary Care Management of Adults with Chronic Health Needs and Problems	2 credits
Students will develop competence in performing a comprehensive, ongoing health assessment of adults with chronic health problems. Clinical experiences also will assist students to gain competence in the theory based management of chronic health problems. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common, stabilized adult chronic health problems and illnesses in collaboration with other members of the health care team. (A minimum of 90 hours of precepted clinical practice is required for this course.)		
<i>Co-requisite: NSG 562</i>		
565	Health Care of Children	3 credits
This course focuses on strategies for the delivery of health care to children and adolescents. Comprehensive health assessment of children including health promotion needs, growth and development, family and cultural dynamics, physical and psychosocial status are covered. Emphasis is placed on clinical therapeutics both pharmacologic and non-pharmacologic which are appropriate for the management of children experiencing acute and chronic illnesses. Selected practice experiences are included.		
<i>Prerequisites: NSG 551, NSG 552, NSG 514, and *NSG 554 for FNP students only</i>		

567	Family Nurse Practitioner Clinical Synthesis	3 credits
This course serves as the culminating experience in the family nurse practitioner clinical specialization. Students work with clinical preceptors in family practice settings to apply previously acquired knowledge and skills. This capstone clinical experience focuses on demonstration of competency in the areas of: management of client health/illness status; nurse-client relationship; teaching-coaching function; professional role; managing and negotiating health care delivery systems; and monitoring and ensuring quality of health care practices. (A minimum of 135 hours of precepted clinical practice in a family practice setting is required for this course.)		
<i>Prerequisites: All courses except NSG 555</i>		
570	Faculty Role Development	3 credits
This course is designed to develop a full understanding of entry into a faculty position. Students will be provided with the opportunity to learn how to initiate a job search, develop a dossier for promotion and tenure; implement the educator role as it relates to curriculum and evaluation and explore the opportunities for career advancement.		
576	Advanced Nursing Management of Adults with Health Promotion Needs and Episodic Health Problems	3 credits
Students will develop competence in identifying health promotion needs and performing a comprehensive health assessment of adults with episodic health problems. Clinical experience also will assist students to gain competence in the theory-based management of adults' health/illness status. Students will be guided by a preceptor in the implementation of clinical paths and/or protocols used in acute care settings to manage common adult health problems and illnesses. (A minimum of 90 hours of precepted clinical practice is required for this course.)		
<i>Co-Requisite: NSG 557</i>		
577	Advanced Nursing Management of Adults with Chronic Health Needs and Problems	3 credits
Students will develop competence in performing a comprehensive, ongoing health assessment of adults with chronic health problems. Clinical experience also will assist students to gain competence in the theory-based management of chronic health problems. Students will be guided by a preceptor in the implementation of clinical paths or protocols used in acute care or long-term settings for clinical management of adult chronic health problems and illnesses. Collaboration with other members of the health care team will be stressed. (A minimum of 90 hours of precepted clinical practice is required for this course.)		
<i>Co-Requisite: NSG 562</i>		
578	Advanced Nursing Management of Women with Health Problems and Health Promotion Needs	3 credits
Students will develop competence in comprehensive health assessment of gynecologic, obstetric, and reproductive health care needs of women. Clinical experiences also will assist students to gain competence in the theory-based management of women's health in acute care, ambulatory, and community settings. Students will be guided by a preceptor in the implementation of advanced nursing strategies utilized to manage common childhood health concerns of women throughout the life cycle. The application of research to practice will be emphasized. (A minimum of 90 hours of precepted clinical practice is required for this course.)		
<i>Co-Requisite: NSG 559</i>		
579	Advanced Nursing Management of Children with Health Problems and Health Promotion Needs	3 credits
Students will develop competence in performing a comprehensive health assessment of children. Clinical experiences also will assist students to gain competence in the therapeutic management of children's health/illness status in acute care, ambulatory, and community settings. Students will be guided by a preceptor in the implementation of advanced nursing strategies utilized to manage common childhood health problems and illnesses. (A minimum of 90 hours of precepted clinical practice is required for this course.)		
<i>Co-Requisite: NSG 565</i>		

585	Thesis Advisement (Independent Study Option)	3 credits
	Investigation of a research question related to a student's clinical or functional area based on a theoretical framework. Literature review, data collection, analysis of data, summary and conclusions are included.	
	<i>Prerequisite: Graduate level research course</i>	
590	Special Topics	1-3 credits
	The Nursing Department features a series of one, two, and three credit courses which deal with special topics of interest to graduate nursing students. They are taught by respected and expert faculty who are leaders in their field. Special Topics may be used as electives within the graduate nursing program.	
596	Independent Study	Variable credits
	Allows students to investigate a topic of interest, complete their research, or implement a special project with the guidance of a faculty. Topics/projects/thesis must be approved in advance.	
599	Graduate Nursing Synthesis Seminar	3 credits
	This course represents the culmination of graduate nursing knowledge and skills. A seminar format is used to facilitate students' demonstration of their ability to integrate theory, research, and clinical or functional practice. A capstone scholarly project provides evidence of students' synthesis of knowledge, written, oral, and critical thinking skills.	
	<i>Prerequisites: All courses except NSG 555, NSG 535, NSG 545, or NSG 567</i>	

Occupational Therapy

(OT)

520 Research Design

3 credits

This course will present the principles and processes involved in research. Qualitative and quantitative approaches will be reviewed and analyzed relative to their strengths, limitations and practical uses. The application of appropriate research methods to problems worthy of study will be stressed. The student will complete a research proposal as part of this course.

Prerequisites: MTH 115, All 100, 200 and 300 level occupational therapy courses.

Intervention series I and II

522 Occupational Therapy Intervention Seminar I

2 credits

523 Occupational Therapy Intervention Seminar II

2 credits

524 Occupational Therapy Intervention Seminar III

2 credits

These seminars support the concepts and techniques learned in OT 422, OT 423, and OT 424. Here, through the use of case studies and discussions, students explore relevant issues related to the practice of occupational therapy. These issues go beyond the concepts in 424 and discuss issues such as ethics, diversity, multicultural implications in treatment planning, documentation and reimbursement in various health care service delivery settings.

Corequisites: OT 522 and OT 422, OT 523 with OT 423, OT 524 with OT 424 (See 422, 423 and 424 for scheduling.)

570 Occupational Therapy Management & Supervision

3 credits

The occupational therapist's role in financial management, human resource management, staff development, quality assurance, program management and evaluation are explored. Special emphasis on supervisory processes in facilitating professional growth development, gender issues relating to management; management of COTAs and OTAs. Components of program planning, needs assessments, data collection and analysis, and resource allocation will be introduced.

Prerequisites: All 100, 200, and 300 level occupational therapy courses, intervention series I & II.

Corequisites: OT 424, OT 520, OT 524, OT 724 Spring; Fall - WEC

601 Level II Fieldwork I

6 credits

Practical educational experience designed to integrate and apply an academically acquired body of knowledge. Particular emphasis on the development of clinical reasoning; the transmission of the values, beliefs and ethical commitments of occupational therapy; communication of professional behaviors; development and expansion of a repertoire of occupational therapy assessment and intervention methodologies. This Level II is a three-month experience offered during the summer semester; may be repeated.

Prerequisite: All 100, 200 and 300 level occupational therapy courses, all intervention series courses, OT 570 and by permission of the Fieldwork Coordinator Summer; Spring WEC

602	Level II Fieldwork II	6 credits
This three-month internship emphasizes the integration and application of an academically acquired body of knowledge and research enabling the student to achieve a level of competence in direct care congruent with the standards of entry level practice of the profession of occupational therapy. Students must take this class as a follow-on class to OT 601 in order to meet the educational prerequisites to graduate and to be eligible to sit for the American Occupational Therapy Certification Examination. This course is offered during the Fall semester.		
	<i>Prerequisites: All 100, 200 and 300 level occupational therapy courses, all intervention series courses, OT 570, OT 601 and by permission of the Fieldwork Coordinator Fall; Spring WEC</i>	
610 Elective: Special Topics in Occupational Therapy Practice 3 credits		
	Specialized areas of Occupational Therapy practice will be discussed; these will include, but are not limited to, industrial rehabilitation work hardening, job site analysis and ergonomics, pre-vocational evaluations and the cultural and environmental influence on work performance, home health care, NICU, advanced splinting techniques, wellness, AIDS, hospice, forensic psychiatry and independent living environments. Topics will vary each year depending upon the student interest and the availability of faculty with professional specialty expertise.	
	<i>Prerequisite: By permission of the instructor Summer WEC</i>	
620 Analysis of Occupational Therapy Theories and Practice Models 3 credits		
	Students conduct an in-depth study of theory development and analysis as it relates to macro and micro models of occupational therapy practice. This includes a comprehensive comparative analysis of frames of reference in differing health care delivery systems and ongoing research applications employed to validate the occupational therapy process.	
	<i>Prerequisite: All 100-500 Level OT courses; Co-requisite: OT 601 Spring; Summer WEC</i>	
630 Occupational Therapy Issues and Trends 3 credits		
	Students explore, discuss and critically analyze issues affecting occupational therapy practice including reimbursement, role delineation, professional autonomy, legislation, health care systems and managed care.	
	<i>Prerequisite: All 100-500 Level OT courses; Co-requisite: OT 602 Spring; Summer WEC</i>	
690/ Research Project I and II 3 credits		
695	Students will complete a research project that contributes to the knowledge of the occupational therapy process; the outcome will include a paper acceptable for publication in a professional journal.	
	<i>Prerequisite: MTH 115, OT 520; OT 690 is a prerequisite to OT 695 Spring; Summer WEC</i>	

Organizational Management

(OM)

500	Organizational Behavior	3 credits
Social and behavioral science approaches to the study of human activity in organizations. The course is designed to equip administrators with skills for managing interactions, differences and relationships in organizational settings.		
505	Decision Making	3 credits
A study of decision making in complex human service organizations. Examination of a variety of conceptual frameworks to enable administrators to develop an evaluative design for ethical, effective and efficient decision making.		
509	Financial Management	3 credits
This course is an introduction to the financial system and its relationship to the financing of business activities. The course emphasizes areas dealing with corporate financing decisions such as time value of money, security valuation, financial statement analysis and financial forecasting.		
510	Financial Management I	3 credits
Introduction to basic economic theory, accounting principles, budget theory and practice and financial control procedures necessary to the successful manager. Designed for the non-financial manager and presupposes little or no previous education or experience in finance.		
511	Financial Management II	3 credits
Applies the basic skills mastered in Financial Management I through case studies of public and private organizations. Emphasis on integrating financial considerations with other management considerations when analyzing and solving problems, and in planning. Investments, borrowing, information systems and financial analysis are covered.		
<i>Prerequisite: OM 510</i>		
512	Management Science	3 credits
Management Science is concerned with providing advice, analysis and support to decision-makers based on a scientific approach and looking systematically at goals, scarce resources and decision implementation. This course provides students with a conceptual understanding of the role that management science plays in the decision-making process, introduces students to procedures used to solve problems and explores the procedures to review and interpret management literature and to determine the characteristics of quality research in the field of management.		
515	Research Methods	3 credits
Provides students with an understanding of the concepts, principles and techniques associated with the investigation of specific research problems in organizational behavior and management.		
<i>Prerequisite: Basic Statistics is required.</i>		
516	Introduction to Qualitative Research	3 credits
This course introduces the student to the nature and importance of qualitative research. Case study, grounded theory, historical and ethnographic methods are explored. Examples of qualitative research are analyzed, especially program evaluation.		
520	Introduction to Management Information Systems	3 credits
Review and application of basic computer concepts, methods, and information systems techniques that contribute to business decision making and organizational performance. Topics include operating systems and hardware, graphics, desktop publishing, analysis and design, databases, communications, decision support systems, and artificial intelligence and robotics.		

525	Human Services Systems	3 credits
An integrated seminar which examines the programs and policies of the major human service areas, with emphasis on the dynamics of the system as it evolves. Topics for discussion include aging, adult services, children and youth, drugs and alcohol, health, mental health/mental retardation.		
527	Selection, Recruitment and Training/Development	3 credits
An in-depth examination of the recruitment and selection process and the training and development function. The course develops the key relationships among recruitment, selection and training/ development of employees and explores the impact these functions have on organizational competitiveness and success. The course emphasizes the importance of proper recruitment, selection and training/development.		
530	Legal Aspects of Administration	3 credits
Provides students with an understanding of legal aspects of administrative action that includes the sources and scope of administrative authority and the function of the legal process. Case method of decision analysis is utilized, supplemented by lecture and discussion.		
533	Managing Customer Satisfaction	3 credits
This course is a detailed analysis of the value chain concept and the essential interrelationships among logistics, production and operations, specification preparation, bid analysis and vendor analysis. Emphasis is on how total integration of these concepts leads to customer satisfaction. <i>Prerequisite: Perspectives in Management</i>		
535	Leadership	3 credits
This course is an analysis of the effectiveness of various leadership styles on a continuum from authoritarian to participative. Emphasis will be on the impact of style on productivity, morale, commitment and achievement of strategies and goals. <i>Prerequisites: OM 545 Introduction to Human Resource Management, OM 530 Legal and Ethical Aspects of Management</i>		
536	Marketing Management	3 credits
An analytical approach to the study of marketing issues. Focus is on influence of the market place and the marketing environment, on decision making in regard to the determination of the organization's services, fee structures, channels and strategies of communication and the organization's system for planning and controlling its marketing effort.		
538	Perspectives in Management	3 credits
This course focuses on the changing nature of management in response to new challenges in the internal and external managerial environment. Emphasis will be placed on the problem solving aspects of the managerial process. Special areas will include globalization of the decision-making/problem-solving process, motivation for performance and fostering an atmosphere for innovation and creativity.		
540	Grant/Contract Development and Management	3 credits
Systematic approach to the mechanics, techniques and issues involved in external funding. Covers the pre-application phase, the application phase, the post-application phase and the administration phase of grant/contract development and management.		
541	Not-For-Profit Management	3 credits
An examination of the management principles and practices as particularly applied to the not-for-profit sector. Topics include board relations, staff effectiveness, fund-raising, marketing, financial information systems, management information systems, governmental relations, legal resources and use of consultants. <i>Prerequisites: OM 500 Organizational Behavior, OM 586 Strategic Planning</i>		

542	Fund-raising: Theory and Application	3 credits
	Designed for the current or prospective administrator. Focus is on mechanics of fund-raising, the tools of the fund-raiser, and the types of fund-raising activities applicable to both public and private sectors. This course considers the role of institutional development in the 1990s.	
543	Assessment in Not-For-Profit Organizations	3 credits
	This course is an introduction to the purposes and practices of program assessment and evaluation with special emphasis on the not-for-profit sector. Topics include: purpose of evaluation; evaluation planning; techniques of evaluation; need, process and outcomes evaluation, and effective application of findings.	
	<i>Prerequisites: OM 500 Organizational Behavior and OM 586 Strategy Planning</i>	
545	Introduction to Human Resource Management	3 credits
	This course is an introduction to human resource management. It provides a broad overview in such areas as history and definition of the human resource process, human resource management functions, recurring themes in human resource management including issues of protected classes such as women and the disabled, alternative views, and current and future challenges in the field.	
550	Personnel and Labor Relations	3 credits
	Basic concepts, issues and practices involved in personnel administration and labor relations. Emphasis on the successful management of human resources.	
551	Organizational Communication	3 credits
	Designed to develop skills in communication to promote organizational goal setting, coherence and effective teamwork.	
552	Regulation of Human Resource Management	3 credits
	This course is an examination of the legal environment of the workplace and its impact on the human resource function. Compliance with state and federal laws and regulations will be emphasized. It offers an overview of the statutory scheme regulating employment and labor relations, presented primarily through pertinent statutes and their judicial interpretation (case law). Topics include, but are not limited to, issues of discrimination in the workplace, labor relations, health and safety issues and employment standards.	
	<i>Prerequisites: OM 530 Legal Aspects of Administration</i>	
553	Fundamentals of Employment Benefit Planning	3 credits
	An in-depth study of the evolution and development of employee benefit programs. Current practices and their applicability to various organizations will be examined.	
554	Current Issues in Human Resource Management	3 credits
	This seminar, designed for the study of timely and significant issues in human resource management, examines current trends and relevant problem-solving techniques in human resource management.	
555	Administration of Human Resources	3 credits
	This course examines the theory, policy and process issues in employment relationships including specific practices in selection, appraisal, compensation and discipline as they relate to conceptual views of management.	
556	Policy/Procedure Development in Human Resource Management	3 credits
	Development and implementation of policies relevant to human resource administration. Focus is on the relationship between government policy and corporate policy and influence of management philosophy for policy planning. Discussion on expected and unexpected outcomes of policy decisions.	

557	Performance, Compensation and Reward Systems	3 credits
This course explores the performance appraisal function and process and its linkage to compensation system development, including performance-based pay and benefits (total compensation strategies), and to reward systems.		
	<i>Prerequisites: OM 545 Introduction to Human Resource Management</i>	
558	Employee Relations and Services	3 credits
An in-depth look at employee relations and services. The course examines employee relation issues including management systems and procedures, job design, work environment and growth and development. Additionally, students study employee services ranging from employee assistance programs and counseling to child and elder care.		
559	Special Topics in Human Resource Management	3 credits
Examination of selected topics relevant to human resource management. Possible topics include training and staff development, employee assistance programming, governmental relations strategies, time management, effective supervision.		
585	Special Topics in Administration	3 credits
Examination of selected topics relevant to the development of skills in administration. Possible topics include governmental relations strategies, time management, program assessment and evaluation.		
586	Strategic Planning and Management of Change	3 credits
An introduction to the strategic planning process and its application in managing organizational change. Techniques and skills involved in designing and implementing planned change to improve organizational adaptiveness and effectiveness in the changing political, economic, social and technological environments.		
590	Seminar	3 credits
Advanced seminar offered to small groups of graduate students who wish to explore in greater depth a sub-specialty in administration that may include human resource issues and/or general management issues.		
595	Professional Contribution	3 credits
The design and implementation of a special project or study relevant to the expressed needs of an organization or agency. The student's academic advisor's approval is a prerequisite.		
596	Administrative Practicum	3 credits
An educationally directed experience in an approved organizational setting. Application for the practicum must be made with the student's academic advisor.		
599	Independent Study	Variable Credits
Allows students to investigate a topic of interest with the guidance of a mentor approved by the College. Topics must be approved in advance.		

Physical Therapy

(PT)

300/ Level Professional Course Descriptions will be found in the Undergraduate Catalog.

400

503 Clinical Science II

4 credits

This course continues and presupposes Clinical Science I. Assessment of the cervical spine, thoracic/lumbar spine, SI joint, and TMJ will be emphasized within the previously established framework. Classroom, laboratory, and clinical sessions will be utilized to integrate problem solving, clinical decision making, and comprehensive treatment planning skills. Posture, gait, upper extremity, and lower extremity will be revisited in light of movement dysfunction with strong integration of functional analysis

2 hours lecture, 4 hours lab; Fall

Pre-requisites: PT 402; Co-requisites: PT 505

505 Clinical Science III

4 credit

This course will review cardiopulmonary anatomy and physiology, with expansion into pathophysiology of these systems. Analysis, evaluation, intervention, and differential diagnosis within physical therapy scope of practice will be emphasized. Pharmacology, graded covered in light of cardiopulmonary pathology and possible modifications to physical therapy intervention. Rehabilitation and exercise prescription for primary or secondary diagnosis of cardiopulmonary pathology will be discussed. Intervention will stress environmental and lifestyle factors, health and wellness attitudes, and physical activity as integral to patient and public education. Classroom, laboratory, and clinical sessions will be used for integration of competencies and skills.

3 lecture hours, 2 hours lab; Fall

Pre-requisites: BIO 301. BIO 407; PT 402; Co-requisites: PT 503

506 Clinical Science IV

6 credits

This course will review neuroanatomy, neurophysiology, and neuropathology with expansion to neurological evaluation, treatment, and rehabilitation. Analysis of posture and movement during the normal process of development and aging as well as the neurologically impaired population will be emphasized. Current movement theory, postural control, and motor learning will be applied and integrated with knowledge gained in previous PT coursework with respect to evaluation and selection of appropriate treatment. The theoretical basis for rehabilitation techniques such as PNF, NDT, and sensory integration will be also be emphasized.

6 hours lecture, 6 hours lab, 10 weeks;

Spring

Pre-requisites: PT 405, BIO 407, PT 409, 402, 503, 505, BIO 302; Co-requisite: PT 512

511 Integrated Clinical Arts Seminar II

4 credits

A continuation of, and pre-supposes, PT 410.

3 hours lecture, 2 hours seminar;

Fall Pre-requisites: PT 410; Co-requisites: Pt 503; PT 505

512 Integrated Clinical Arts Seminar III

4 credits

A continuation of, and pre-supposes, PT 511.

4 hours lecture, 2 hours seminar (10 weeks); Spring

Pre-requisites: PT 511; PT 518 Co-requisites: PT 506

515	Research Methods	4 credits
This course will present the principles involved in research; qualitative and quantitative approaches will be reviewed and analyzed relative to their strengths, limitations, and practical uses; the application of appropriate research methods to problems worthy of study will be stressed. Summer		
<i>Pre-requisites: Math 115 or equivalent statistics course</i>		
518	Clinical Education I	3 credits
A six-week, full-time clinical education experience, spring semester second professional year (January-February). This will provide the opportunity for integration of current professional competencies into direct patient care using problem solving strategies. Facilitation from PT clinical faculty will assist in the utilization of these skills in critically analyzing a variety of patient and role problems. This experience will also begin the processes of professional socialization and cultivation of interpersonal communication skills; clinical decision making; self-assessment; proactive learning; and development of personal values, attitudes, and motivations in relationship to ethical, legal, and moral practice. Spring		
<i>Pre-requisite: Satisfactory completion of all professional courses to date</i>		
590	Research Seminar	1 credit
Integration of material presented in PT 515 as relevant to critical inquiry in physical therapy; strong emphasis will be placed on clinical research design and theory development; pertinent physical therapy research will be critically evaluated; development of premise for group project of professional significance.		
2 hours seminar; Fall		
<i>Pre-requisites: Math 115, PT 515; Co-requisites: PT 503, 505, 511</i>		
612	Special Topics in Physical Therapy	1-3 credits
This offering allows physical therapy students in their final semester the opportunity for study in up to three professional specialty areas. Topics may vary from year to year depending on student interest and the availability of faculty with professional expertise. Topics may include clinical specialties such as sports physical therapy, geriatrics, or pediatrics, or role specialties such as administration, teaching, or community health. Independent study or a graduate course outside the Physical Therapy Department may be arranged with permission of program faculty.		
2 hours seminar/topic; Spring		
<i>Pre-requisites: PT 619 and final semester standing; Co-requisites: PT 616</i>		
614	Integrated Clinical Arts Seminar IV	3 credits
A continuation of, and pre-supposes, PT 512. 2 hours lecture, 2 hours seminar; Spring		
<i>Pre-requisites: PT 512; Pt 619; PT 621; Co-requisites: PT 616; Pt 690; PT 692</i>		
616	Clinical Decision Making	2 credits
Discussion and application of models of clinical decision making based on physical therapy problems encountered in the clinical education experiences. Utilizing student generated case studies and the Guide for Professional Practice, problems will be analyzed in order to make sound clinical judgments related to the physical therapy diagnosis, scope of practice and expertise of the therapist. Clinical decisions to refer/not refer and treat/not treat will be made in preparation for practice with professional autonomy 2 hours seminar; Spring		
<i>Pre-requisites: PT 619; Co-requisites: PT 614</i>		

619	Clinical Education II	6 credits
A ten-week, full-time clinical education experience in the fall semester of the third professional year (August-October). This experience will build upon Clinical Education I and incorporate the additional competencies attained in didactic and laboratory work. Students will continue to use problem solving strategies in direct patient care, under the guidance of PT clinical faculty. A variety of patient populations and problems will be provided to allow for full integration of professional knowledge and skills in total patient care. The student will be encouraged to reflect upon their knowledge and skills to identify problem areas to be addressed in Clinical Education III. Further development of interpersonal skills, clinical decision making, self-assessment, proactive learning, and professional socialization is expected. Fall		
	<i>Pre-requisite:</i> Satisfactory completion of all professional courses to date.	
621	Clinical Education III	6 credits
A second ten-week experience immediately following Clinical Education II (October-December), which continues and presupposes such. This may occur at the same facility on a different rotation or in a different clinical setting. In this experience the student shall seek patient populations or problems with which they have limited exposure and/or lack mastery of entry-level skills. Students should also actively seek, where possible, opportunities in teaching, critical inquiry/research, administration/management, and quality assurance. Patient evaluation and intervention skills should be fine-tuned. Additional emphasis placed upon addressing clinical decision making, goal setting/functional outcome measures, modifications of intervention plans, and the role of physical therapy in a dynamic health care system. Fall		
690	Critical Inquiry	3 credits
Application of the scientific method in reading and interpreting scientific literature and critical analysis of physical therapy theory, research, evaluation, and treatment. Students, in groups, are required to complete a project of professional significance through independent study and present as a poster and in journal article format. Spring <i>Pre-requisites:</i> PT 515, PT 590; <i>Co-requisites:</i> PT 692, 616, 614		
692	Critical Inquiry Seminar	1 credit
Further discussion of critical analysis of physical therapy theory, research, evaluation, and treatment via case studies and published research; colloquium on faculty research and student projects. 2 hours lecture; Spring <i>Pre-requisites:</i> PT 515, PT 590; <i>Co-requisites:</i> PT 690, 616, 614		

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Academic Calendar 2000-2001

Fall 2000

Wednesday	August 23	Orientation for new faculty
Thursday	August 24	Opening faculty meeting/division chairs
Friday	August 25	Faculty division meetings
Friday, Sat, Sun	August 25, 26, 27	Freshman orientation
Friday	August 25	Fall convocation
Sunday	August 27	All college check-in
Monday	August 28	First day of classes all students
Friday	September 1	Add period ends 4:30
Monday	September 4	Labor day; no day or evening classes
Tuesday	September 5	Classes resume 8:00 a.m.
Friday	September 22	Drop period ends 4:30 p.m.
Friday	September 29	Last day to withdraw from courses without academic penalty
Friday	October 13	Fall recess
Monday	October 16	Classes resume 8:00 a.m.
Monday	October 23	Mid-term grades due 8:30 a.m.
Mon-Fri	November 6-10	Advisement week
Monday	November 13-17	Registration spring 2001
Tuesday	November 21	Follow Friday class schedule
Wed-Sun	November 22-26	Thanksgiving recess
Monday	November 27	Classes resume 8:00 a.m.
Friday	December 8	Last day of classes
Mon-Sat	December 11-16	Final examinations
Monday	December 18	Grades due 8:30 a.m.

Spring 2001

Monday	January 15	First day of classes for all students
Monday	January 19	Add periods ends 4:30 p.m.
Friday	January 26	Last day to remove incompletes from fall 1999
Friday	February 9	Drop period ends 4:30 p.m.
Friday	February 16	Last day to withdraw without academic penalty
Wednesday	February 28	Mid term grades due 8:30 a.m.
Mon-Fri	March 5-9	Spring Break
Monday	March 12	Classes resume 8:00 a.m.
Mon-Fri	March 26-30	Advisement week
Thur-Mon	April 12-16	Easter recess
Tuesday	May 1	Follow Thursday class schedule
Wednesday	May 2	Last day of classes ; Follow Friday class schedule
Thursday	May 3	Study day
Fri-Fri	May 4-11	Final examinations
Monday	May 14	Final grades due 8:30 a.m.
Saturday	May 19	Baccalaureate and commencement

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